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ROSENBERG LIBRARY

Announcement of Free Lectures

The Directors of the Rosenberg Library announce that there will be held under their auspices, in the Lecture Hall of the Library, the following lectures by

JENKIN LLOYD JONES, A. M.

Of Chicago

Friday	17 March 1905	.	.	.	.	.	Victor Hugo
Saturday	18 March 1905	.	.	.	.	.	Henrik Ibsen
Monday	20 March 1905	.	.	.	.	.	Leo Tolstoi
Tuesday	21 March 1905	.	.	.	.	.	Sidney Lanier

Library Lecture Hall at 8 P. M.

SUGGESTIONS FOR STUDY AND READING

The principal works of Hugo, Ibsen, Tolstoi, and Lanier are to be found in the Rosenberg Library, and these brief reading lists are but a portion of the available study material.

VICTOR HUGO

- Marzials . . . Life of Victor Hugo.
- Matthews . . . French dramatists of the nineteenth century, p. 15-45.
- Harper . . . Masters of French literature, p. 169-216.
- Dowden . . . History of French literature.
- Dowden . . . Poetry of Victor Hugo. (Studies in literature, p. 428-467.)
- Brunetière . . . Manual of the history of French literature.
- Brunetière . . . Essays in French literature.
- Morley . . . Victor Hugo's Ninety-Three. (Studies in literature, p. 229-254.)
- Stevenson . . . Victor Hugo's Romances. (Familiar studies of men and books, p. 17-45.)
- Pellissier . . . Literary movements in France during the nineteenth century.
- Van Laun . . . History of French literature.
- Wells . . . Modern French literature.
- Saintsbury . . . Short history of French literature, p. 497-504.
- Henley . . . Views and reviews, p. 63-78.
- Keene . . . Literature of France.

HENRIK IBSEN

- Jaeger . . . Henrik Ibsen.
Brandes . . . Henrik Ibsen; Bjornstjerne Bjornsen; critical studies, p. 1-122.
Brandes . . . Eminent authors of the nineteenth century, p. 405-460.
Gosse . . . Northern studies, p. 38-104.
Winkel Horn . . . History of the literature of the Scandinavian north.
Couch . . . Adventures in criticism, p. 283-305. (Peer Gynt.)
Carpenter . . . Ibsen. (Warner library, v. 14, p. 7839.)
Nordau . . . Degeneration, p. 338.

LEO TOLSTOI

- Maude . . . Tolstoy and his problems.
Merejkowski . . . Tolstoi as man and artist.
Sergieenko . . . How Count Tolstoi lives and works.
Walizewski . . . History of Russian literature, p. 360-401.
Brandes . . . Impressions of Russia, p. 337-353.
Arnold . . . Essays in criticism, v. 2, p. 253-299.
Howells . . . Tolstoi. (Warner library, v. 25, p. 14985.)
Stadling and Reason . . . In the land of Tolstoi.
Heneyl . . . Views and reviews, p. 223-228.

SIDNEY LANIER

- Baskervill . . Lanier. (Southern writers, v. I., p. 137-298.)
Ward . . . Memorial of Lanier. (Preface to Lanier's Poems.)
Higginson . . Contemporaries, p. 85-101.
Higginson and Boynton . History of American literature, p. 215-227.
Burton . . . Lanier. (Warner library, v. 15, p. 8891.)
Pancoast . . Introduction to American literature, p. 275-283.
Trent . . . History of American literature.
Wendell . . . Literary history of America.

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ROSENBERG LIBRARY

Free Lectures by Professors of the University of Texas

The Directors of the Rosenberg Library announce that there will be held under their auspices, in the Lecture hall of the Library, the following lectures by Professors of the University of Texas.

Friday	2 February 1906	Practical Education	Prof. S. E. Mezes
Saturday	10 February 1906	*Ramble through Space	Prof. H. Y. Benedict
Saturday	17 February 1906	*The Acropolis of Athens	Prof. W. J. Battle
Saturday	24 February 1906	Dollars and Democracy	Prof. L. M. Keasbey

* Illustrated by stereopticon views

LIBRARY LECTURE HALL AT 8 P. M.

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The following books are suggested for reading and study in connection with each lecture. They are all to be found in the Rosenberg Library and each list represents but a small portion of the available material on the subject.

PRACTICAL EDUCATION

2 February 1906

SIDNEY EDWARD MEZES, Ph. D., Dean of the Department
of Literature, Science, and Arts, Professor of Philosophy.

READING LIST

Arnold Discourses in America.
Butler.. Meaning of education.
Dutton.. ... Social phases of education in the school and the home.
Eliot Educational reform.
Fitch..... Educational aims and methods.
Harper..... Trend in higher education.
Henderson... Education and the larger life.
Harris Educational aims and educational values.
Huxley..... Science and education.
Spalding..... Means and ends of education.
Spalding..... Things of the mind.

A RAMBLE THROUGH SPACE

(Illustrated by the stereopticon)

10 February 1906

HARRY YANDELL BENEDICT, Ph. D., Professor of Mathematics and Astronomy.

READING LIST

- BallAtlas of astronomy.
- BallEarth's beginnings.
- ClerkeHistory of astronomy during the 19th century.
- Flammarion and Gore....Popular astronomy.
- Lodge.....Pioneers of science.
- Newcomb....Popular astronomy.
- Newcomb....The stars.
- ProctorHalf hours with the stars.
- ServissAstronomy with an opera-glass.
- YoungGeneral astronomy.

THE ACROPOLIS OF ATHENS

(Illustrated by the stereopticon)

17 February 1906

WILLIAM JAMES BATTLE, Ph. D., Professor of Greek.

READING LIST

- AbbottPericles and the golden age of Athens, p. 289.
- Anderson and Spiers....Architecture of Greece and Rome, p. 52.
- Barrows.....Acropolis of Athens. (Isles of Greece, p. 89)
- Collignon....Manual of Greek archæology.

READING LIST

- Curtius History of Greece, v. 2, p. 597.
Gardner Ancient Athens.
Gardner Excavation of the Athenian acropolis. (New chapters in
Greek history, p. 231)
Mahaffy Acropolis of Athens. (Rambles and studies in Greece, p. 78)
Mitchell History of ancient sculpture, v. 1, p. 327.
Harper Dictionary of classical antiquities, p. 148.
Reinach Story of art through the ages, p. 42.
Smith Dictionary of Greek and Roman geography, p. 265.
Tarbell History of Greek art.

DOLLARS AND DEMOCRACY

(AMERICAN IDEALS OF EQUALITY AND COOPERATION)

24 February 1906

LINDLEY MILLER KEASBEY, Ph. D., Professor of Political Science.

READING LIST

- Plato Republic. { Book 1, lines 369-377.
 Book 4, lines 419-431.
 Book 8, lines 547-569.
Aristotle Politics. Books 1, 3, 4, 6.
Hobbes Leviathan, part 2.
Rousseau Social contract.
Burgess Origin of the state. (Political science and constitutional law,
v. 1, p. 59)
Willoughby . . Nature of the state.

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ROSENBERG LIBRARY
FREE LECTURES

GREAT ENGLISH NOVELISTS
OF THE
NINETEENTH CENTURY

BY

J. G. CARTER TROOP

ASSOCIATE PROFESSOR OF ENGLISH LITERATURE
CHICAGO UNIVERSITY

19 February — 26 March, 1906

LIBRARY LECTURE HALL *c*
8 P. M.

EVOLUTION OF THE NOVEL

Monday, 19 February

4 p. m.

INTRODUCTION

History of fiction occupies an important place in the history of the progress of society. Beginnings of fiction date from the 6th century B. C. with Milesian fables and Sybarite stories. Greek and Latin romances shadow forth many varieties of modern fiction. Middle Ages furnish four great cycles of romance; the Legend of Troy, Alexander the Great, Charlemagne, and King Arthur. Chief characteristics, knightly prowess, chivalric love, and religion. Popular fiction begins in the Middle Ages, stories of the type of Reynard the Fox, and the Gesta Romanorum, dealing chiefly with the seamy side of life. Boccaccio called the father of the modern novel. Chaucer the greatest of English storytellers, his tales differing from modern novel only by accident of rhyme. With the Renaissance, the history of English prose fiction begins. Lyly's *Euphues*, Sir Philip Sidney's *Arcadia*, first great landmarks in English fiction. Transition from verse to prose. Novels of Greene, Lodge, and Nash. Rise of drama and decline of novel for a half century, 1603-1660. New style in prose with the age of Dryden. Influence of French and Spanish fiction. Bunyan, Defoe, and Swift usher in a new era for the novel. Drama makes way for fiction. Richardson's *Pamela* the first great English novel. Followed by Fielding, Smollett, Sterne, and Goldsmith, with whom culminated the novel of the 18th century. Nineteenth century novel developed from three schools of fiction originating in the late 18th century, and continuing to the present day,—the realist, the romantic, and the doctrinaire, branching into many ramifications.

Reading List

- | | |
|--------------------------|---|
| <i>Cross.</i> | Development of the English novel. |
| <i>Dunlop.</i> | History of fiction. 2v. |
| <i>Jusserand.</i> | English novel in the time of Shakespeare. |
| <i>Moody and Lovett.</i> | History of English literature. |
| <i>Raleigh.</i> | The English novel. |
| <i>Perry.</i> | Study of prose fiction. |

SIR WALTER SCOTT

Monday, 19 February

INTRODUCTION

Scott the greatest of English romancers. The prophet of a new literary faith. His series of novels inaugurates a new era, enlarges the intellectual horizon of all Europe. First of the historical novelists to possess adequate knowledge and artistic instinct. Creates the feudal ideal; revives the picturesque elements of by-gone institutions and customs. Scotland his stronghold. His novels remarkable for their backgrounds both natural and human, for dramatic power, and for the human nature underlying every page.

Reading List

- Scott. Journal.
- Carlyle. Sir Walter Scott. (Critical and miscellaneous essays, v. 4, p. 22).
- Hunnewell. Lands of Scott.
- Hutton. Sir Walter Scott.
- Lockhart. Memoirs of the life of Sir Walter Scott. 5v.
- Stevenson. Gossip on romance. (Memories and portraits, p. 247).
- Yonge. Sir Walter Scott.
- Hudson. Life of Sir Walter Scott.
- Irving. Abbotsford. (Crayon miscellany, p. 253).
- Chairp. Homeric spirit in Walter Scott. (Aspects of poetry, p. 323).
- Stephen. Story of Scott's ruin. (Studies of a biographer, v. 2, p. 1).
- Stephen. Some words about Scott. (Hours in a library, v. 1, p. 174).
- Faine. English literature, v. 2, p. 252.

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CHARLES DICKENS

Monday, 26 February

INTRODUCTION

Dickens the master of a vast and fascinating stage. His multitude of characters range from those of broad farce and the grotesque and terrible, to those of heroic dignity and tragic intensity. A writer of preternatural keenness of observation and boundless joviality. Wins his immense international audience largely by his humor and his nearness to his readers. The journalist and actor in him. A follower of Le Sage and Smollett and the picaresque form of fiction. His best work charged with poetry.

Reading List

- | | |
|-----------------------|--|
| <i>Foster.</i> | Life of Charles Dickens. 2v. |
| <i>Ward.</i> | Dickens. |
| <i>Gissing.</i> | Charles Dickens. |
| <i>Harrison.</i> | Studies in early Victorian literature, p. 128. |
| <i>Lang.</i> | Introductions and notes in the Gadshill edition of Dickens. |
| <i>Taine.</i> | English literature. v. 2, p. 338. |
| <i>Stephen.</i> | Charles Dickens. (Dictionary of National biography, v. 15). |
| <i>Dickens.</i> | Collection of letters, 1833-1870. |
| <i>Dickens, Mary.</i> | My father as I recall him. |
| <i>Fields.</i> | Yesterdays with famous authors, p. 127. |
| <i>Henley.</i> | Views and reviews; literature, p. 1. |
| <i>Hutton.</i> | Genius of Dickens; Charles Dickens' life. (Contemporary thought and thinkers, pp. 87, 94). |
| <i>Kitton.</i> | Charles Dickens; his life, writings, and personality. |
| <i>Marzials.</i> | Life of Charles Dickens. |
| <i>Moulton.</i> | Four years of novel reading, p. 43. |

WILLIAM MAKEPEACE THACKERAY

Monday, 5 March

INTRODUCTION

Thackeray's important position in the history of prose fiction. His relations to Dickens and Bulwer, and to what they especially stood for. His realism,—that of the observer, not the analyst. His treatment of the problems of life,—as significant as that of Meredith and Ibsen. His fine sense of humor and pathos. His attitude toward the world. His philosophy of life. The large vision of a man of the world. Satirical,—but tempered by tolerance and pity. His wide charity. A great literary artist. Rare beauty of his style. His views of his art and use of history.

Reading List

- Frollope.* Thackeray.
- Merivale and Marzials.* William Makepeace Thackeray.
- Stephen.* Thackeray. (Dictionary of National biography, v. 56).
- Saine.* English literature, v. 2, p. 367.
- Farrison.* Studies in early Victorian literature, p. 107.
- ang.* Essays in little, p. 103.
- hackeray.* Letters to an American family.
- urtis.* Thackeray in America. (Literary and social essays, p. 127).
- elds.* Yesterdays with authors, p. 11.
- riswold.* Home life of great authors, p. 322.
- enley.* Views and reviews; literature, p. 9.
- udder.* Social pictures by Thackeray. (Social ideals in English letters, p. 128).
- elton.* Table talk, p. 25.
- oddard.* Anecdote biographies of Thackeray and Dickens, p. 1.

GEORGE ELIOT

Monday, 12 March

INTRODUCTION

Character and works of George Eliot among the most striking of moral phenomena of her age. In her own province no contemporary equaled or approached her novels in power and charm. Unique in having come from philosophy to fiction. She first introduced into fiction scientific study of character development. Main purport of her teaching to show by dramatic illustrations, human life as the education of the soul. Her method differs from analysis or anatomy of character as found in Richardson and Thackeray. Resembles in a sense that of Godwin, who first took correct scientific point of view in his Caleb Williams. George Eliot's desire to act as interpreter of certain philosophical ideas injured artistic quality of her later novels. Compared with Kingsley, Mrs. Gaskell, Meredith, and Hardy. Her relation to Scott and Dickens.

Reading List

- Eliot, George.* Life; ed. by J. W. Cross. 3v.
- Browning.* George Eliot.
- Blind.* George Eliot.
- Stephen.* George Eliot.
- Stephen.* George Eliot. (Dictionary of National biography, v. 13, under *Cross*).
- Dowden.* Studies in literature, 1789-1877, p. 240.
- Scherer.* Essays in English literature, pp. 151, 251.
- Cooke.* George Eliot.
- Harrison.* Studies in early Victorian literature p. 205.
- Stephen.* George Eliot. (Hours in a library, v. 1, p. 207).
- Thomson.* George Eliot.
- Woolson.* George Eliot and her heroines.

ROBERT LOUIS STEVENSON

Monday, 19 March

INTRODUCTION

The genius of Robert Louis Stevenson, like that of Hawthorne, is trebly rich in the spirit of romance, in a wise and beautiful morality, and in a style among the most perfect in his generation. Faculty of romance his greatest gift. His work a gallery of romantic effects that haunt the memory. Flavor of wisdom and old experience hangs about even his earliest writings—a wisdom that goes to the heart of things. His style illuminated by felicities seldom equaled. His models most vigorous writers of 17th and 18th centuries—notably Bunyan and Defoe. Stevenson a man of great beauty of character, singularly unselfish, eminently human. A high and simple courage shines through all his writings.

Reading List

- Balfour.* Life of Robert Louis Stevenson. 2v.
- Stevenson.* Letters; ed. by Sidney Colvin. 2v.
- Lang.* Mr. Stevenson's works. (Essays in little, p. 24).
- Baildon.* Robert Louis Stevenson.
- Cornford.* Robert Louis Stevenson.
- Touch.* Adventures in criticism, p. 150.
- Matthews.* Robert Louis Stevenson. (Aspects of fiction, p. 202).
- Genung.* Stevenson's attitude to life.
- Chapman.* Robert Louis Stevenson. (Emerson and other essays, p. 217).
- Griswold.* Personal sketches of recent authors, p. 191.
- Rosebery.* Robert Louis Stevenson. (Appreciations, p. 89).
- Colvin.* Stevenson. (Dictionary of National biography, v. 54).

THE SHORT STORY

(Kipling, etc.)

Monday, 26 March

INTRODUCTION

The short story is not a condensed novel: it deals with different material in a different way, and has a different aim. Characters, plot, and setting in the novel and in the short story. Opportunities, limitations, and special qualifications of the short story writer. Demand for penetrative imagination and excellence of literary style. Is the short story of today a distinct type of literature? Mediæval type compared with modern. Changes during last half century.

Some Typical Short Stories

<i>Kipling.</i>	Without benefit of clergy. Story of the Gadsbys. Courting of Dinah Shad. Drums of the Fore and Aft. Man who would be king. Man who was.
<i>Poe.</i>	Black cat. Shadow; a parable. Silence; a fable. Murders in the Rue Morgue. Gold bug.
<i>Hawthorne.</i>	Hollow of the three hills. Snow image. Great stone face. Ethan Brand. Birthmark.
<i>Aldrich.</i>	Marjorie Daw.
<i>Stockton.</i>	Lady or the tiger.
<i>Hale.</i>	Man without a country.
<i>De Maupassant.</i>	Necklace. Piece of string.
<i>Harte.</i>	Luck of Roaring Camp.
<i>Wilkins.</i>	New England nun.
<i>Cable.</i>	Posson Jone.

ROSENBERG LIBRARY FREE LECTURES

BY
PROFESSORS
OF THE MEDICAL DEPARTMENT
OF THE UNIVERSITY OF TEXAS

The Directors announce the following free illustrated lectures under library auspices. The select reading lists on the following pages suggest a part only of the available study material in the library.

Tuesday, 29 January 1907

MILK SUPPLY OF CITIES - - Dean W. S. Carter

Tuesday, 5 February 1907

PATENT MEDICINE EVIL - - Dr. William Keiller

Tuesday, 12 February 1907

THE X-RAY - - - - Dr. Seth M. Morris

EACH LECTURE ILLUSTRATED BY
STEREOPTICON VIEWS

LIBRARY LECTURE HALL

8 P. M.

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THE MILK SUPPLY OF CITIES AND ITS RELATION TO PUBLIC HEALTH

(ILLUSTRATED BY STEREOPTICON VIEWS)

Tuesday, 29 January 1907

WILLIAM S. CARTER, M. D.

DEAN OF THE DEPARTMENT OF MEDICINE, PROFESSOR
OF PHYSIOLOGY AND HYGIENE

Introductory Note

In the widespread movement to secure pure foods too little attention is paid to the importance of obtaining a clean milk supply. Milk is much more liable to be contaminated than any other food and the impurities of milk result in the loss of many more lives than the adulterations and impurities of all other foods combined. Municipalities protect the public health by ordinances to prevent the spread of contagious and communicable diseases; by public sewerage systems and regulating the introduction of plumbing into houses; by furnishing pure public water supplies. The milk supply should be controlled in the same way. It is not only possible but practicable. If the people demand clean milk the same will be forthcoming.

Reading List

- | | |
|---|---|
| <i>Chapin.</i> | Theory and practice of infant feeding. 1904. (Part 2). |
| <i>Conn.</i> | Bacteria in milk and its products. 1903. |
| <i>Hutchison.</i> | Food and dietetics. 1900. (Especially chaps. 7 and 8). |
| <i>Russell.</i> | Dairy bacteriology. 5th edition. 1902. |
| <i>Sedgwick.</i> | Sanitary science and public health. 1902. (Chap. 11). |
| <i>Thompson.</i> | Food and feeding. 1898. (Chap. 10). |
| <i>Wing.</i> | Milk and its products. 7th ed. 1904. |
| <i>Fulton,
Goler, and
others.</i> | Campaign for clean milk in Maryland. (Charities and the Commons, Aug. 4, 1906). |
| <i>Carter.</i> | Use of milk preservatives. (In Texas State Jour. of Med., Dec. 1905, p. 212). |
| <i>Alvord and
Pearson.</i> | Milk supply of 200 cities. 1903. (Bulletin 46 U. S. Bur. of A. I.). |
| <i>Doane.</i> | Milk supply of 29 Southern cities. 1905. (Bulletin 70 U. S. Bur. of A. I.). |

THE PATENT MEDICINE EVIL

(ILLUSTRATED BY STEREOPTICON VIEWS)

Tuesday, 5 February 1907

DR. WILLIAM KEILLER, F. R. C. S. (Edinburgh)

PROFESSOR OF ANATOMY

Outline of Lecture

Estimated that \$100,000,000 are spent annually on patent medicines, mostly by the poor. Some reasons why people resort to patent medicines.

Great sources of error in use of patent medicines: (1) the use of a suitable remedy presupposes a correct diagnosis; (2) it supposes that all cases should be treated alike; (3) a pure advertising scheme is taken as an honest effort to do good; (4) a patent medicine must treat symptoms instead of treating the disease.

Great dangers: (1) loss of valuable time as in consumption and cancer; (2) emphasis laid on drugs instead of hygiene; (3) actual harm done by drugs, as by alcohol in Bright's disease, acetanilid in headaches, morphine and alcohol in phthisis; (4) prevailing use of habit forming drugs, such as morphine and cocaine.

Classes of patent medicine frauds: (1) fraudulent claims for harmless drugs; (2) fraudulent claims for harmful drugs; (3) baby murder, soothing syrups; (4) trading on the incurables.

Examples: (2) Headache cures,—Bromo-Seltzer, Antikamnia, etc.; (2) Disguised stimulants,—Peruna, Wine of Cardui, Paine's Celery Compound, etc.; (3) Kidney cures,—Swamp-Root, Doan's Pills; (4) Consumption cures,—King's Golden Discovery, Duffy's Malt Whiskey; (5) Cancer cures; (6) Catarrh cures and the cocaine habit; (7) Slaughter of the innocents, Winslow's Soothing Syrup, Kopp's Babies' Friend.

Responsibility of the press. Need of state law.

References for Reading

The articles in Collier's Weekly in 1905 and 1906 by Samuel H. Adams, entitled the "Great American Fraud," etc., have all been reprinted in pamphlet form, with the exception of the article on "Quacks and quackery." These articles and those by Edward Bok and others in the Ladies' Home Journal from November 1904 to the present are the most important reading matter on the subject. There are also articles in Popular Science Monthly, June 1906; in the Outlook, 23 September 1905 and 2 June 1906; and in the Texas State Journal of Medicine, January 1907.

THE X-RAY

(ILLUSTRATED BY STEREOPTICON VIEWS)

Tuesday, 12 February 1907

SETH M. MORRIS, M. D.

PROFESSOR OF CHEMISTRY AND PHYSICS

Outline of Lecture

History of discovery by Professor Roentgen. Methods of generation. Crooke's tubes. Nature of X-Ray. Fluoroscope and fluorescent bodies. Applications of the X-Rays in the arts, medicine, and surgery.

Practical demonstration of the ability of the X-Ray to penetrate objects opaque to ordinary light.

Reading List

- Baker.* Boy'sbook of inventions. 1899. (Chap.5).
- Barker.* Roentgen rays: memoirs by Roentgen, Stokes, and Thomson. 1898.
- Bottone.* Radiography and the 'X' rays. 1898.
- Child.* How and why of electricity. 1902. (Chap. 23).
- Hyndman.* Radiation; an elementary treatise. 1898. (Part 3, chap. 3).
- Iles.* Flame, electricity, and the camera. 1900. (p. 348).
- Nichols and Franklin.* Elements of physics. 1901. (v. 2, p. 202).
- St. John.* Things a boy should know about electricity. 1900. (Chap. 23).
- Thompson.* Light visible and invisible. 1897. (Lecture 6).
- Williams.* Romance of modern invention. 1902. (p. 194).
- Martin, Thomson, and others.* Photographing the unseen. (Century v. 30, p. 120. 1896).
- Grubbe.* X-Rays and radio-active substances, (Sci. Am. Supp., 6 Oct. 1906, p. 25721).
- Trowbridge.* Latest developments with the X Rays. (Pop. Sci. Mo. v. 56, p. 659. 1900).

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ROSENBERG LIBRARY
FREE LECTURES

SHAKESPEARE:
TYPICAL COMEDIES AND
TRAGEDIES

BY

J. G. CARTER TROOP, M. A.,

ASSOCIATE PROFESSOR OF ENGLISH LITERATURE
UNIVERSITY OF CHICAGO

19 February—26 March 1907

LIBRARY LECTURE HALL

8 P. M.

[NOTE.—The select Shakespeare bibliography and the study-class and lecture notes of this booklet have been prepared with unusual care by Professor Troop as a brief introduction to the study of Shakespeare. The booklet is intended for use throughout the entire course of lectures, and therefore careful preservation of copies distributed will be appreciated. The Rosenberg Library has a considerable collection of Shakespeare literature, only a part of which is mentioned in his bibliography.]

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BIBLIOGRAPHY

1. TEXTS

Temple Shakespeare; ed. by Israel Gollancz. 1894-96. 40v.

Eversley Shakespeare; ed. by C. H. Herford. 1899. 10v. (Good introductions).

Arden Shakespeare; ed. by various scholars. (Not yet complete. Volumes commended for this course of lectures,—*As you Like It*, *Twelfth Night*, *Julius Cæsar*, and *Macbeth*).

Variorum Shakespeare; ed. by H. H. Furness. (Fourteen of the monumental volumes have thus far appeared. Among them are *As You Like It*, *Twelfth Night*, *Othello*, and *Macbeth*. In this edition will be found annotations by the best editors and commentators, reprints of interesting illustrative material, and a carefully selected body of æsthetic criticism).

Rolfe Shakespeare. New ed. 1903-1906. 40v.

Cambridge Shakespeare; ed. by W. A. Wright. 1891-1893. 9v.

Leopold Shakspeare; ed. by F. J. Furnivall. 1877.

2. HISTORY OF THE ELIZABETHAN DRAMA IN GENERAL

Ward, A. W. History of English dramatic literature. New ed. 1898. 3v.

Hazlitt, William. Lectures on the dramatic literature of the Age of Elizabeth. 1820.

Fleay, F. G. Biographical chronicle of the English drama. 1891. 2v.

Fleay, F. G. History of the London stage. 1890.

Cunliffe, J. W. Influence of Seneca on Elizabethan tragedy. 1893.

Symonds, J. A. Shakspeare's predecessors. 1883.

Gayley, C. M., *ed.* Representative English comedies; from the beginnings to Shakespeare. 1903.

Collier, J. P. History of English dramatic poetry. 2d ed. 1879. 3v.

Bates, K. L. English religious drama. 1893.

Brink, Bernhard ten. History of English literature. 1901-1904. 3v. (See chapters on the Drama).

Jusserand, J. J. Literary history of the English people. 1894. (See chapters on the Drama).

Collins, J. C. Essays and studies. 1895. (See essay on Shakespeare's predecessors).

Manly, J. M. Specimens of the pre-Shakspearian drama. 1897. 2v.

Lamb, Charles, *ed.* Specimens of English dramatic poets. 1808.

Pollard, A. W. English miracle plays, moralities, and interludes. 1904.

3. SHAKESPEARE: BIOGRAPHY

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Phillipps, J. O. Halliwell-. Outlines of the life of Shakespeare. 1884-1886. 2v.

Fleay, F. G. Chronicle history of the life and work of William Shakespeare. 1886.

Brandes, Georg. William Shakespeare. 1899.

Smith, Goldwin. Shakespeare the man. 1900.

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- Boas, F. S. Shakspeare and his predecessors 1902.
- Baynes, T. S. Shakespeare studies. 1894.
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- Heine, Heinrich. Notes on Shakespeare's heroines. 1895.
- Elze, Karl. William Shakespeare. 1888.
- Brink, Bernhard ten. Five lectures on Shakespeare. 1895.
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SHAKESPEARE AND HIS PREDECESSORS

TOPICS FOR THE AFTERNOON STUDY-CLASSES

Tuesday 12 February 1907

at 4 o'clock

AND THE SUCCEEDING FIVE TUESDAYS

I. ORIGIN OF THE ENGLISH DRAMA: MYSTERIES, MIRACLES, AND MORALITIES

1. Like that of all other nations the English drama is primarily the offspring of religious worship. The liturgy of the Mass contained true dramatic elements. It was the original of the *Mystery* plays, which dealt with scriptural events. The *Miracle* plays were of literary origin, and dealt with legends of the saints and of the Church. In England no definite distinction was drawn between Mysteries and Miracle plays. The title of "Miracle" was given to all kinds of sacred plays, but the Miracle play was eventually really absorbed by the Mystery, which survived till the close of the sixteenth century. Though the dramatic spirit was at work in England before the Norman Conquest (1066), Mysteries and Miracle plays did not take root in the country until shortly after the Conquest. The first performance of which there is record is assigned to 1100. The earliest play in the common tongue is supposed to be the Norman *Adam*, dating from the thirteenth century.

2. The Morality play cannot be traced further back than the middle of the fifteenth century. It was not a development from, or an offshoot of, the Miracle play, but rather a variation in the process of theatrical evolution. It admitted real types of humanity by the side of personified virtues and vices. The Morality became prominent during the reign of Henry VI (1422-1461) and survived until the beginning of the seventeenth century. The most impressive and best constructed of the Moralities, *Everyman*, has recently been performed in England and America with distinguished success.

II. THE BEGINNINGS OF THE REGULAR ENGLISH DRAMA: ELEMENTS OF TRAGIC AND COMIC EFFECT IN THE MIRACLE PLAYS AND MORALITIES

1. Both tragedy and comedy took their rise to a large extent from the Moralities. The beginnings of tragedy were connected also with the Mysteries. Episodes were detached from the sacred cycles, and treated with pathos or humor according to the subject. Thus the germ of comedy and tragedy were implanted in the English mind before the new learning of the Renaissance had suggested subtle problems as to the true theory of dramatic art. The transition from Biblical episodes and characters to personages and passages of profane history and to actual types of contemporary life seems inevitable. The necessary impulse required to complete the development was derived from the classical and Italian drama. These methods and models from the South came into conflict with the crude efforts of native genius and for a time threatened to stifle all independent literary life and power. But the English genius soon vindicated its claim to independence. So much of form and handling from the classical school as gave regularity and proportion to a play was adopted. The distinctive qualities of the English drama persisted, coloring the whole.

2. John Heywood (born about 1497 and died about 1565) who was the first English dramatist to understand that a play might be constructed with no other object than satire and amusement, has some little claim to be called the father of English comedy, but his influence on succeeding dramatists was scarcely sufficient to warrant the honor. He is the creator of a peculiar dramatic species known as the Satirical Interlude. Six interludes are commonly assigned to him: *The Play of Love*, *The Play of the Wether*, *The Four P's*, *The Dialogue of Wit and Folly*, *The Pardoner and the Frere*, and *Johan Johan*. *The Four P's* is the last typical utterance on the stage of the Pre-Renaissance spirit in England. The

last two of the six plays are true comedies with a definite scene and dramatic action, but it is not a matter of absolute certainty that Heywood wrote them. There is a well authenticated tradition that Heywood, an Oxford graduate, was a personal friend of Sir Thomas More, and that the author of the *Utopia* commended the dramatist to the notice of Henry VIII (1509-1547).

3. The earliest specimen of the *Chronicle History* is Bishop Bale's *Kyng Johan*, which connects itself with the Moralities. It was probably written in the early years of the reign of Edward VI (1547-1553), of which years it breathes the very spirit—the royal supremacy in Church as well as State. The *Chronicle History* is a species of the early tragic drama which was based upon the historical records of the nation's own past. It was "the healthiest development to which tragedy attained in the period where no great dramatist had as yet arisen, and the most productive in influencing the early efforts of several among the great dramatists themselves." It was the chief influence making directly for an original and national drama. One of the most remarkable of these plays is *The Misfortunes of Arthur* (1587) by Thomas Hughes and seven other members of the Society of Gray's Inn. Bacon is believed to have co-operated in its composition. It is written in the Senecan style. Two notable and distinctly *Chronicle Histories* are *The Famous Victories of Henry V* (acted before 1588) and *The Troublesome Raigne of King John*, in two parts, which was printed in 1591. To those may be added the historical tragedies, *The True Chronicle History of King Leir and His Three Daughters, Gonorill, Ragan, and Cordella*, which was acted in 1593, and *Sir Thomas More*, written and performed about 1590.

4. Tragedy was derived from the Mysteries and Moralities through the transitional phase of the *Chronicle histories*, and with the aid of the examples of Seneca, and secondarily of his Italian imitators. Italian romance suggested various subjects, and English history continued to furnish

material. The first English tragedy is *Gorboduc*, or *Ferrex and Porrex*, closely modelled upon Seneca's style. It was written in 1562 by Thomas Sackville, Lord Buckhurst, a nobleman brilliantly distinguished in literary and political history. Thomas Norton, a lawyer of eminence, is said to have written a part of the play. The plot is drawn from the legendary history of early Britain, and reminds one of *King Lear*. It is written in the new blank verse which Surrey had just used for his translation of the *Aeneid*. The experiment resulted in magnificent success. Other early tragedies are *The Tragical Comedy of Ap- ius and Virginia* by an unknown author, "R. B.," (acted about 1563); *The Lamentable Tragedy conteyning the Life of Cambises King of Percia* by Thomas Preston (acted about 1561-62); *Jocasta*, an adaption of Euripedes' *Phoenissae*, by Gascoigne—the second play to be written in blank verse (acted 1566); *Damon and Pithias* by Richard Edwardes (printed 1571); *Tancred and Gismunda* originally written in rhyme by five gentlemen but later put into blank verse by one of the five, Robert Wilmot, (first acted 1568); and *Promos and Cassandra* by George Whetstone (printed 1578). The story of Shakespeare's *Measure for Measure* is taken from this play. Between 1568 and 1580 there were eighteen plays on classical subjects acted at the court; twenty-one dealing with modern history or romance, seven comedies, and six moralities.

5. The first English comedy, *Ralph Roister Doister*, by the scholar and schoolmaster Nicholas Udall (1506-1556) is directly descended from the *Miles Gloriosus* of Plautus, the ancient Roman comic dramatist. *Ralph Roister Doister* is the earliest extant and first original English comedy. It was written between 1545 and 1552 or perhaps earlier—1534-1541. The author shows himself a genuine disciple of the Renaissance and a close student of Plautus; but he is thoroughly English, and succeeded in fusing the classical and the national elements into a new category, thus becoming the father of English comedy. The second English comedy is *Gammer Gurton's*

Needle by "Mr. S., Master of Art," probably William Stevenson. It is inferior in plot and diction to *Ralph Roister Doister* though composed at a later date (about 1563). It is the sole surviving example of the vernacular college comedies produced during the sixteenth century. Its material is drawn at first hand from observation of English life; its literary ancestry, so far as it has any, is mainly to be traced through John Heywood's interludes to the farces of the Fifteenth Century Mysteries, of which one brilliant example is preserved in the *Secunda Pastorum* of the Townley Cycle (so called because the only known MSS. were so long in the possession of the Townley family. For a full account of this famous Cycle see *The English Religious Drama* by Miss Bates. Other early comedies are *Misogonus* (1560) by a Thomas Rychardes (?); *Supposes* (1566) by Gascoigne, a translation of Ariosto's *I Suppositi*, acted in 1519. Its fable is a very ingenious combination of Terence and Plautus, and suggested to Shakespeare part of the plot of his *Taming of the Shrew*. There are numerous other early comedies on Italian, classical, and English subjects. Thus easy and natural, though at the same time aided by classical and Italian models, had moved the transition from the Moralities to Comedy in England. A few years after the accession of Elizabeth, English literature becomes thoroughly national, the dignity of the drama begins to be recognized, and literary genius devotes itself to writing for the stage.

III. SHAKESPEARE'S PREDECESSORS AND EARLY CONTEMPORARIES

The Elizabethan drama before Shakespeare shares with his earliest works many characteristics and some it shares with his masterpieces themselves.

John Lyly (1554-1606), author of the most popular Elizabethan "novel," *Euphues* (1580), and the founder of a school of romancers, who

from their following the affectations of *Euphues*, are known as Euphuists, wrote several plays, *The Woman in the Moone*, *Campaspe*, *Sapho* and *Phao*, *Endimion*, *Gallathea*, *Mydas*, *Mother Bom-bie*, and *Love's Metamorphosis*, all, save the first mentioned, are written in prose, an innovation adopted from Gascoigne. Lyly gives us the first example of brisk and vivacious dialogue. For material he turned chiefly to classic myths, and Shakespeare is among those who came under his widespread influence.

Thomas Kyd (died 1594), author of *The Spanish Tragedy*, acted about 1587-88. It is Senecan in style and manner, and has for its main themes revenge and madness. The play was greeted with intense enthusiasm, but at the same time was widely ridiculed and parodied. It points in the direction which tragic drama was to take in England.

Christopher Marlowe (1564-93), author of *Tamburlaine the Great* (acted before 1587), *The Tragical History of Doctor Faustus* (1588), *The Jew of Malta* (1588-90), *The Massacre at Paris* (about 1590), and the great historical tragedy *Edward II* (about 1590). To these may be added *Dido, Queen of Carthage*, published in 1594, and stated on the title page to have been written by Marlowe and Nash. Marlowe's narrative poem, *Hero and Leander*, though fragmentary, is one of the most remarkable of Elizabethan compositions. Though his career was so brief, Marlowe, by virtue of his great genius, towers among the founders of Elizabethan drama. He first introduced blank verse to the popular stage, he first inspired the play with true poetic passion. He secured the future of romantic art, rendering it impossible that any change of taste should supersede it with the pseudo-classic manner of Italy or France. After *Tamburlaine* blank verse became the regular dramatic meter of the public stage.

George Peele (about 1558-1597), author of *The Arraignment of Paris* (1584), *Sir Clyomon and Sir Clamydes* (about 1584), *The Famous*

Chronicle of Edward I (1593), *The Battle of Alcazar* (1591), *The Old Wives' Tale* (before 1595), and his masterpiece *David and Bethsabe* (by 1598). Peele's *Edward I* marks the transition from the Chronicle Histories, where elements of the Morality are still present, to the Histories of Shakespeare. With Greene, Nash, and Marlowe, and a few lesser lights, Peele belonged to that group of scholars who wrote plays, translations, occasional poems, pageants, and whatever else was in demand. On the whole his work is pleasing, fresh, and wholesome. He brought a new and more subtle strain of humor into the drama.

Robert Greene (1560-1592), author of *Orlando Furioso* (by 1591), founded upon Ariosto; *Friar Bacon and Friar Bungay* (by 1591); *The Comycall History of Alphonsus, King of Arragon* (by 1592); *The Scottish History of James IV*, George-
-Greene, *The Pinner of Wakefield* (by 1592); and, in collaboration with Thomas Lodge, *A Looking-glasse for London and England* (by 1592). Greene was one of the most unfortunate of men whom English literature remembers. He was distinctively a man of letters, college-bred, and of a scholarly and receptive temperament. He has given us novels, plays, poems, and pamphlets (notably *A Groatsworth of Wit bought with a Million of Repentance*, 1592). Though not a man of originating power, his work is of importance and significance. There is an innate refinement, a delicacy about his writings, rare in his day. He comes nearest Shakespeare in his noble conception of womanhood, as he comes next the greater dramatist in his thoroughly national spirit, and love of English virtues and English familiar scenes. He is remarkable for his inventive powers, for his lively romantic spirit, for his gracefulness and fluency of versification, and for his fine sense of humor. It was Greene who first succeeded in vitally connecting scenes of genuine comedy with the serious elements in his plays. Connected with this is his skill, which he freely shared, in blending together different plots.

Thomas Lodge (1558?-1625), author of *The*

Wounds of Civil War (about 1590), and part author of *A Looking-glasse for London and England* (by 1592). Lodge's non-dramatic writings are numerous. Among them is *Rosalynde, Euphues' Golden Legacie*, which suggested Shakespeare's *As You Like It*.

Thomas Nash (1565?-1602), author of *The Isle of Dogs* (acted but not printed) and *Summer's Last Will and Testament*. He is chiefly to be remembered as a pamphleteer of the most strenuous kind, and as the author of the first English picaresque novel *The Life of Jack Wilton*. Nash was a master of rhetoric.

Henry Chettle (1564-1607?), author of sixteen or more plays of which only the tragedy *Hoffman, or, A Revenge for a Father* has been preserved. He contributed to thirty-four other plays, among them *Patient Grissil* (1600), the other authors being Dekker and Haughton. It is both effective and pleasing, and contains two charming lyrics.

Anthony Munday (1553-1633), author of the lively comedy *John a Kent and John a Cumber* (1595), and *The Downfall of Robert Earl of Huntington* (1598), and its sequel *The Death of Robert Earl of Huntington* (1598). Of the latter Chettle is named as joint author. Assisted by Michael Drayton, R. Wilson, and R. Hathwaye, Munday wrote *The First Part of Sir John Oldcastle*, published in 1600 with Shakespeare's name on the title page, though apparently it was afterwards removed. Robert Wilson (1519-1610) was a writer noted for his wit and learning. Michael Drayton (1563-1631) is the well known author of *The Barrons' Wars* and the *Polyolbion*.

IV. RISE OF THE THEATRES

Before 1576 inn-yards or platforms improvised in market places or fields served for the performance of Moralities and Interludes. A building definitely constructed for the purpose of presenting plays was an innovation in Elizabethan Eng-

land. London's first play-house, called simply "The Theatre," was set up in the fields of Finsbury and Shoreditch just without the city walls. It was built by James Burbage, the father of Richard Burbage, the greatest tragic actor of his age. When Shakespeare arrived in London (1586) only two theatres existed, "The Theatre" and "The Curtain." In 1592 the Lord Chamberlain's company of actors, of which Shakespeare was a member, opened a third London theatre called "The Rose," probably the scene of Shakespeare's earliest pronounced successes as actor and dramatist. In 1596 "The Blackfriars Theatre" was created out of a dwelling house by James Burbage—on the site now occupied by *The Times* offices. The famous theatre called "The Globe," on the Bankside, where Shakespearean drama won its greatest triumphs, was built in 1599 by Richard Burbage and his brother Cuthbert. In its profits Shakespeare acquired an important share. After its inauguration "The Globe" appears to have been the only theatre with which Shakespeare was professionally associated. Other play-houses were "The Fortune," "The Swan," "The Hope," etc. The whole system of the theatrical world came into being after the birth of Shakespeare. The nation at large became the patron and inspirer of the theatre.

V. THEATRICAL COMPANIES

Early in Elizabeth's reign licensed actors were organized into permanent companies. By 1587 there were at least six companies of licensed adult actors and three companies of licensed boy actors. These companies of adult actors were eventually absorbed into two permanent and powerful antagonistic bodies, severally known as the Lord Chamberlain's and the Lord Admiral's Men. Shakespeare and Burbage headed the former company; Henslowe, the capitalist, and Alleyn, the famous actor, led the latter. After King James's succession in May 1603, the Lord Chamberlain's company became the King's Play-

ers. It was under Shakespeare's auspices, in 1598, that Ben Jonson brought out his *Every Man in his Humour*.

VI. SHAKESPEARE: 1564-1616

1. Born at Stratford-on-Avon April 22nd or 23rd, 1564. His parentage and childhood and education. Probably entered the Stratford Grammar School in 1571 where the chief instruction was the Latin language and literature. There is evidence to show that Shakespeare read Latin with facility and was intimately acquainted with the principal Latin classics, and that he had extensive knowledge of the Greek classics in Latin versions. He may have been well grounded in Greek. The head master of the Grammar School when Shakespeare entered it was Walter Roche, a fellow of Corpus Christi College, Oxford, the first college in which Greek was taught in England. Shakespeare's knowledge of French probably equalled his knowledge of Latin. He had also some knowledge of Italian. His acquaintance with both the Old and New Testaments is obviously wide, as is shown by his frequent use of scriptural phraseology and of scriptural history. His knowledge of the law is very remarkable—thousands of his metaphors are derived from it. He has also an intimate acquaintance with legal proceedings. It is inferred that Shakespeare in early life was in an attorney's office or otherwise daily associated with lawyers, and thus contracted a love for the law which never left him.

2. In 1582 when in his nineteenth year Shakespeare married Anne Hathaway, his senior by eight years. Three children were born to them, Susanna, Hamnet, and Judith. In 1585 Shakespeare left Stratford, and saw little of his wife or children for eleven years. Persecution by Sir Thomas Lucy of Charlecote for poaching is held to be the cause of Shakespeare's flight. Before going to London he may have been for a few months a country schoolmaster. Sometime during 1586

he journeyed to London. Theatrical employment was apparently soon obtained. In 1592 he converges as a successful actor and playwright. When he became a member of the Lord Chamberlain's company of actors is not definitely known but it was certainly before the close of 1594, and probably two or three years earlier.

3. The period of Shakespeare's dramatic work lies within two decades, 1591-1611; that is between his twenty-seventh and forty-seventh year. Thirty-seven plays and three volumes of poems are assigned to him. Only sixteen of the plays were published in Shakespeare's lifetime. It is important that the plays be studied as a *corpus*, or body of work, and in chronological sequence. No suggested chronology has yet received universal assent, but the order of production is known sufficiently well to understand the development of Shakespeare's genius and art. The four leading stages in this development are: 1588-94—the years of dramatic apprenticeship and experiment; 1595-1600—the period of the English historical plays and joyous comedies; 1601-8—the period of the grave or bitter comedies and of the great tragedies; 1608-13—the period of the romantic plays closing probably with *The Tempest*.

4. The concluding years of Shakespeare's life (1611-16) were passed chiefly at Stratford where he had gradually built up a large landed estate, inaugurated by the purchase in 1597 of New Place, the largest house in the town. His health began to fail early in 1616, and he died on Tuesday, April 23rd, of that year, at the age of fifty-two. On the following Thursday he was buried inside Stratford Church.

5. Shakespeare in oral tradition. His personal character. The supreme greatness of his genius and art.

FALSTAFF IN HENRY IV AND THE MERRY WIVES OF WINDSOR

Tuesday 19 February 1907

INTRODUCTORY NOTE

Falstaff appears in *Henry IV*, Parts I and II, and in *The Merry Wives of Windsor*. His death is recorded in *Henry V*, act II, scene iii. The two historical plays contain some of Shakespeare's most remarkable work. For one thing, the diction is superb, magnificent. Falstaff is seen at his greatest and best in the First Part of *Henry IV*. He is supreme alike in intellect and wit. In the Second Part there are signs here and there of his deterioration, while in *The Merry Wives of Windsor* he is a mere caricature of the earlier Falstaff. He belongs by birth to the world of good breeding and culture. In his youth he was page to the Duke of Norfolk; he has mixed with men of the highest rank; and his talk is that of an educated man accustomed to good society. He is well read, and is regarded as a gentleman and a scholar. The personification of the social spirit, the author and cause of universal laughter, Falstaff is considered by all nations to be one of the most glorious creations that ever sprang from a poet's brain, the most humorous figure in literature, ancient or modern. *Henry IV* was written either in 1597 or 1598, and *The Merry Wives of Windsor* in 1598. *Henry V* was produced in 1599.

JULIUS CÆSAR

Tuesday 26 February 1907

INTRODUCTORY NOTE

Julius Caesar is one of five tragic histories or historical tragedies in which Shakespeare followed his authority very closely. It is one of the Plutarch or Roman series of plays. The whole drama may be read in Plutarch's "Lives" of Cæsar, Brutus, and Mark Antony. This Greek historian was a literary artist, interpreting history by a psychological method peculiarly fruitful for dramatic purposes. But as an authority on classical antiquity the moralizing Greek with his sentimental prejudices was not wholly trustworthy. For one thing, he was not in a position to understand the incomparable grandeur of Cæsar's figure. Yet we receive a remarkable impression of Cæsar's character from the pages of Plutarch. But this impression Shakespeare either missed or ignored. The dramatist's Cæsar is little more than a grotesque caricature. He is depressed and belittled, while Brutus, an inferior man in all respects, is, as in Plutarch, idealized as of almost flawless nobility. Various ingenious reasons have been suggested by critics to account for Shakespeare's treatment of Cæsar. Some hold that the dramatist has here ironically depicted the great statesman, general, and man of letters in his dotage. Others maintain that he dared not arouse too much interest in Cæsar. The conspiracy had to be accounted for. But the play is injured by the misrepresentation of Cæsar. Neither the unity of the drama nor any other dramatic purpose appears to be served by violating historical accuracy and representing Cæsar

as a sickly, superstitious braggart, a posing self-worshipper. But notwithstanding this the play is one of the most perfect of Shakespeare's works. Though in the minds of both Plutarch and the dramatist Brutus is the true hero of the Cæsar tragedy, Cæsar is in a sense the dominating figure. But Shakespeare is interested in Brutus rather than Cæsar. He is fascinated by the task of analyzing and presenting a man who finds a mission imposed upon him for which he is by nature unfitted. *Julius Caesar* was produced in 1601.

AS YOU LIKE IT

Tuesday 5 March 1907

INTRODUCTORY NOTE

This comedy is a festival of wit, a comedy of dialogue rather than a comedy of incident. All the characters are witty from the fascinating Rosalind down to the simpleton Silvius. The play is bathed in a sunshiny humor, and joyous beauty is over it all. Lovely emotion pervades it, and delightful charm, the center of which is the radiant heroine. There is abundance, too, of good matter of the stuff of what Matthew Arnold would call the criticism of life. As Stopford Brooke says, few plays are wiser, more full of affectionate experience of human nature. The source of *As You Like It* is the pastoral romance, *Rosalind*, *Euphues' Golden Legacy*, published by Thomas Lodge, a contemporary of Shakespeare. The dialogue and dramatic arrangement, the life in the play, Shakespeare contributes. The acts of the characters are inspired by new motives and take on a new meaning, while new scenes and new characters are added—Audrey and the great creations Jaques and Touchstone. And over all is the magic and splendor of the style. This comedy was written about 1599 or 1600. It immediately followed *Much Ado About Nothing*, and preceded *Twelfth Night*.

OTHELLO

Tuesday 12 March 1907

INTRODUCTORY NOTE

Macaulay considered *Othello* the greatest work in the world. Dramatically it is a supreme triumph. In construction it is the most masterly of the tragedies. It is the most painfully exciting and the most terrible. But the subject is wholly mundane. Iago by his artful villainy leads the noble Othello to disbelieve in his wife's honor, and by blow on blow drives the man to a crime which is also a hideous blunder. The play is not a study of the passion of jealousy. Shakespeare does not write exercises on a given subject. It is a marvelous realization of wickedness in its might. In the lack of apparent motive for Iago's malignity lies the profundity and greatness of the play, as Brandes rightly remarks. Why does Iago act as he does in the play? That is the question about Iago. Could he have answered it even himself? Probably not, but Shakespeare could, as Bradley observes. *Othello* was produced in 1604, and was probably the first new play by Shakespeare that was acted before His Majesty King James.

TWELFTH NIGHT, OR WHAT YOU WILL.

Tuesday 19 March 1907

INTRODUCTORY NOTE

In this graceful and harmonious comedy, likened to a symphony in which no strain can be dispensed with, romantic pathos is the dominant note of the main plot. With Shakespeare the principal action in a comedy has generally an earnest, touching, or romantic coloring, while the really comic characters and situations figure chiefly in the sub-plot. In *Twelfth Night* the central character of the main action is Viola, one of Shakespeare's most charming and winning heroines. The wistful tone of the comedy is relieved by the mirthful portrayal of the solemn Malvolio with his turkey-like pomposity, the shrewd Clown Feste, with his delightful songs, the red-nosed Sir Toby, and that giant of imbecility, Sir Andrew Aguecheek. The name of the comedy, *Twelfth Night*, has no connection with its story. It was probably given because the play was suitable for *Twelfth Night*, a feast set apart for all sorts of revels and sports and mirth. In Shakespeare's time it brought the Christmas festivities of the gentry and nobility to an end. This comedy has been called Shakespeare's farewell to mirth. It was composed in 1601, and played in the Middle Temple Hall on the second of February of that year.

MACBETH

Tuesday 25 March 1907

INTRODUCTORY NOTE

It is in the great epic drama of *Macbeth* that Shakespeare has approached most nearly to the simplicity and large sweep of Aeschylus, while the literary expedient of irony, used to greater extent here than elsewhere in Shakespeare, is the Sophoclean irony. *Macbeth* is one of the few Shakespeare plays in which the dead leave their graves and reappear to their former associates. The supernatural beings in Shakespeare are not mere illusions. They contribute to the action of the play. But the supernatural influence is never of a compulsive or irresistible kind. The actions of Macbeth are not forced upon him by an external power, nor does he think so himself. Shakespeare constantly insists upon the freedom of the will. But perhaps there is no other work equal to *Macbeth* in the production of a sense of supernaturalism and a dread of the presence of evil all through and around our mysterious nature. This tragedy was written partly in 1605 and completed the following year.

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ROSENBERG LIBRARY

Lecture Department

In making plans for the foundation of a broad institution to fulfill the purposes of the notable library bequest of Henry Rosenberg, the directors, besides providing for the other departments of library activity, have also recognized the great practical and cultural benefit to the people of the community to be derived from frequent instructive, popular lectures "upon practical, literary, and scientific subjects," as suggested in the will itself. As in all the work of the institution, the primary aim of the lecture department is educational. While it is desired that the Rosenberg Library free lectures (all the privileges of the institution are free) shall be interesting and popular in the best sense, and frequently illustrated by stereopticon views, yet it is intended that they shall be of such high order of merit as to attract and interest the thoughtful and the studious.

In developing a system of library lectures at the Rosenberg Library it is intended that these shall eventually embrace a wide range of subjects of general interest. Literature, education, art, travel, history, government, economics, finance, charities, and municipal affairs will receive their share of attention. The natural and physical sciences in their popular aspects, the various industries, especially those of our own state and country, commerce by land and sea, important engineering enterprises and public works, significant new movements and events, and all timely topics relating to the work and thought of the present-day world are considered very desirable subjects for library lectures.

It is the intention of the library authorities to arrange for these instructive lectures well in advance, in order that the lecturers may have ample time for thorough preparation, and in order that the library may have time to secure any additional books that may be needed to represent the subjects, and to print (if practicable) good select reading lists in connection with carefully prepared lecture announcements. The library encourages serious reading and study in connection with its lectures also through personal helpfulness by a specially trained and experienced assistant in the reference department.

THE SOLAR SYSTEM

Illustrated by stereopticon views

Saturday 11 January '08

HARRY Y. BENEDICT, PH. D.

Professor of Applied Mathematics and Astronomy
University of Texas, Austin.

An illustrated astronomical lecture dealing mainly with the different physical conditions of the sun, moon, and planets. Very interesting facts, as well as theories and speculations, abound in astronomy, a field in which the boundaries of knowledge have greatly broadened in recent times.

Reading List

- | | |
|-----------------------------------|--|
| <i>Young.</i> | The Sun. 1895. |
| <i>Ball.</i> | Story of the sun. 1901. |
| <i>Elger</i> | The moon. 1895. |
| <i>Nasmyth and
Carpenter.</i> | The moon. 1903. |
| <i>Neison.</i> | The moon and its surface.
1876. |
| <i>Serviss.</i> | The moon. 1907. |
| <i>Lowell.</i> | Mercury. (Atlantic monthly, v.
79, p. 493. 1897.) |
| <i>Lowell.</i> | Venus. (Atlantic monthly, v.
79, p. 327. 1897.) |
| <i>Ball.</i> | In starry realms. 1906.
(Chap. 12.) |
| <i>Lowell.</i> | Mars. 1895. |
| <i>Lowell.</i> | Mars and its canals. 1906. |
| <i>Clerke.</i> | Jupiter and his system. 1892. |
| <i>Proctor.</i> | Saturn and its system. 1905. |
| <i>Moulton.</i> | Introduction to astronomy.
1906. |
| <i>Young.</i> | Text-book of general astronomy.
1898. |

THE PRACTICAL VALUE OF PURE SCIENCE

Saturday 18 January '08

THOMAS H. MONTGOMERY, PH. D.
Professor of Zoology, University of Texas, Austin.

The lecture will deal with the practical application made from the theoretical study of biology with regard to medicine, agriculture, sociology, and education.

Reading List

Huxley. Science and education. 1893.

Frankland. Pasteur. 1902.

Park. Epitome of the history of medicine. 1899.

Williams. Story of nineteenth-century science. 1900.

Minot. Work of the naturalist in the world. (Pop. Sci. Mo. v. 47, p. 60. 1895.)

Minot. Relations of embryology to medical progress. (Pop. Sci. Mo. v. 69, p. 5. 1906.)

THE MAKING OF PAPER

Illustrated by stereopticon views

Saturday 25 January '08

WILLIAM T. MATHER, PH. D.

Professor of Physics, University of Texas, Austin.

In a brief introduction, the history of paper making is traced from the papyrus of the Egyptian to the paper of today with a special reference to the method of making "hand-made" paper as employed by our forefathers and till followed in a few mills.

The various materials now in use are then taken up in turn, and their conversion into paper described in a popular and non-technical manner. From the rags in the bale and the logs in the forest to the finished sheet, each stage of the processes is illustrated by lantern slides showing the machinery used and the actual operations as conducted. There will also be exhibited samples of the materials in various stages of their transformation from the raw state to the finished product.

Reading List

- | | |
|---------|--|
| Butler. | Story of paper-making. 1901. |
| Adams. | From logs to paper. (Cassier v. 20, p. 420. 1901.) |
| Bowker. | A sheet of paper. (Harper v. 75, p. 113. 1887.) |

WIRELESS TELEGRAPHY

Illustrated by stereopticon views

Saturday 1 February '08

N. H. BROWN, M. A., PH. D.

Professor of Physics and Electrical Engineering,
Agricultural and Mechanical College of
Texas, College Station.

A popular exposition with good lantern slides of a recent invention whose practical application is now being developed from year to year with wonderful rapidity.

Reading List

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|------------------|---|
| <i>Sewall.</i> | Wireless telegraphy. 1903. |
| <i>Collins.</i> | Wireless telegraphy. 1905. |
| <i>Maver.</i> | Maver's wireless telegraphy. 1904. |
| <i>Kennelly.</i> | Wireless telegraphy. 1906. |
| <i>Lodge.</i> | Signalling through space without wires. 1900. |
| <i>Bottone.</i> | Wireless telegraphy and Hertzian waves. 1900. |
| <i>Trevert.</i> | A B C of wireless telegraphy 1904. |
| <i>Story.</i> | Story of wireless telegraphy 1904. |

BACTERIA AND HOW TO DESTROY THEM

Illustrated by stereopticon views

Saturday 8 February '08

JAMES J. TERRILL, M. D.

Acting Professor of Pathology, Medical Department,
University of Texas, Galveston.

Within the last few years our knowledge of bacteria as a producer of disease has increased wonderfully. There is still, however, much that is not understood by people in general concerning the nature, distribution, kinds, and effects of bacteria. It is also important that every one should have an intelligent idea of the methods and means for destroying these micro-organisms. With this knowledge, we can co-operate more successfully in preventing disease and in lessening the spread of disease.

Reading List

- Prudden.* Story of the bacteria. 1889.
- Prudden.* Dust and its dangers. 1890.
- McFarland.* Textbook upon the pathogenic bacteria. 1906. (Part 1.)
- Muir and Ritchie.* Manual of bacteriology. 1902. (Chap. 1, 2 and 4.)
- Rosenau.* Disinfection and disinfectants 1902.
- Votter and Horrocks.* Treatise on hygiene. 1900. (Chap. 13.)
- Parker and Kenwood.* Hygiene and public health. 1901. (Chap. 10.)
- Abbott.* Hygiene of transmissible diseases. 1901. (p. 297-328.)
- Conn.* Bacteria in milk. 1903. (Chap. 1.)
- Sternberg.* Infection and immunity. 1903. (Part 1.)
- Sedgwick.* Principles of sanitary science and the public health. 1902. (Chap. 14.)
- Brandall.* How to keep well. 1903. (Chap. 3.)

DRINKING WATER AND THE WATER SUPPLY OF CITIES

Illustrated by stereopticon views

Saturday 15 February '08

WILLIAM S. CARTER, M. D.

Dean of the Medical Faculty, Professor of Physiology and Hygiene, Medical Department, University of Texas, Galveston.

Sources of drinking water. Collection and storage of rain water. Use of cistern water for drinking and domestic purposes. Spring water. Well water; shallow wells; deep, or driven wells; artesian wells; dangers of shallow wells; advantages of deep wells. Use of ground water for public water supplies. Water supply of Galveston; its remarkable purity and safety.

Surface water. Advantages of quantity for a public water supply. Dangers of pollution. Self-purification of streams. Storage of water. Purification of water; slow sand filtration; mechanical filtration; domestic filters. Use of boiled water for drinking purposes; overcoming the "flatness" of boiled water. Use of natural and artificial ice.

Reading List

- | | |
|-----------------------------|---|
| <i>Bergey.</i> | Principles of hygiene. 1904. |
| <i>Egbert.</i> | Hygiene and sanitation. 1903. |
| <i>Harrington.</i> | Manual of practical hygiene. 1902. |
| <i>Hazen.</i> | Filtration of public water-supplies. 1903. |
| <i>Mason.</i> | Water-supply. 1902. |
| <i>Notter and Horrocks.</i> | Theory and practice of hygiene. 1900. |
| <i>Parkes.</i> | Elements of health. 1895. |
| <i>Parkes.</i> | Manual of practical hygiene. 1888. |
| <i>Prudden.</i> | Drinking-water and ice supplies. 1891. |
| <i>Sedgwick.</i> | Principles of sanitary science and the public health. 1902. |
| <i>Thresh.</i> | Water and water-supplies. 1905. |

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State Library School,
Urbana.

ROSENBERG LIBRARY

Free Lectures

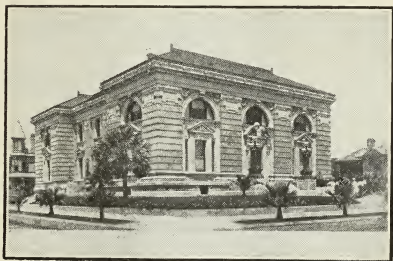
EUROPEAN CAPITALS

AND THEIR SOCIAL SIGNIFICANCE

by

Jerome Hall Raymond, Ph. D.

Associate Professor of Sociology, University
of Chicago



A course of six free illustrated lectures to
be given weekly on Saturday evenings
22 February-28 March, 1908

Library Lecture Hall 8 p. m.

7

CONSTANTINOPLE

Despotism and Disintegration

Saturday 22 February 1908

Located on a beautiful site of strategic importance, the key to three continents, the city of the Bosphorus has been a city of rulers and traders for 2500 years, a prey to conquests by Greeks, Persians, Macedonians, Romans, Byzantines, Turks; she is the center of the problem of the Nearer East, a bone of contention between Great Britain, Russia, France, and Germany.

"The other capitals of Europe seem by her side things of yesterday, creations of accident. Some chance a few centuries back made them seats of government. But the city of Constantinople abides, and must abide. In the hands of Roman, Frank, Greek, and Turk her imperial mission has never left her; hers is the eternity of a city and fortress fixed on a spot which nature itself had destined to be the seat of the empire of two worlds."—*Freeman*.

Reading List

- Lane-Poole*. Story of Turkey. 1899.
- Seignobos*. Political history of contemporary Europe since 1814; translation, edited by S. W. Macvane; chap. 20. 1900.
- Gooch*. "Problem of the Near East," chap. 14 of *Lectures on the history of the nineteenth century*; edited by F. A. Kirkpatrick. 1903.
- Freeman*. Ottoman power in Europe. 1877.
- Odysseus, pseudonym*. Turkey in Europe. 1900.
- Dwight*. Constantinople and its problems. 1901.
- Waters*. Constantinople; the city of the sultans. 1895.
- Percy*. Highlands of Asiatic Turkey. 1901.
- Dorys, Georges, pseudonym*. Private life of the sultan of Turkey. 1901.
- Curtis*. The Turk and his lost provinces. 1903.
- Garnett*. Turkish life in town and country. 1904.
- Monroe*. Turkey and the Turks. 1907.

ST. PETERSBURG

Autocracy and Nihilism

Saturday 29 February 1908

A country of autocracy and theocracy. Concentration of power and its evil influence upon human development. Nihilism the result. Spirit of the revolutionists and the reforms demanded. Government policy of repression. The masses kindly, ignorant, superstitious, apathetic.

Moscow, the old capital, a mediæval city. St. Petersburg, the new capital, "a window looking out into Europe"; a capital "where men have arranged things and consequently bungled them." Lavish expenditures of the government. Extravagant display of upper classes; abject poverty of lower classes. Insecurity of the autocratic régime. "The great Tsar Peter slapped his Imperial Court down on the marshy shore of the Neva, where he could look westward into civilization and watch with the jealous eye of an intelligent barbarian the doings of his betters."—*John Hay*.

Reading List

- Morfill.* Story of Russia. 1901.
Seignobos. Political history of contemporary Europe since 1814; translation, edited by S. W. Macvane; chaps. 19 and 26. 1900.
Vinogradoff. "The reforming work of the Tzar Alexander II" and "The meaning of the present development in Russia," chaps. 12 and 13 of *Lectures on the history of the nineteenth century*; edited by F. A. Kirkpatrick. 1903.
Kennan. Siberia and the exile system. 2 v. 1891.
Leroy-Beaulieu. Empire of the Tsars and the Russians; translated by Z. A. Ragozin. 3 v. 1898.
Gapon. Story of my life. 1905.
Kropotkin. Memoirs of a revolutionist. 1899.
Schierbrand. Russia; her strength and her weakness. 1904.
Ganz. Land of riddles (Russia of to-day). 1904.
Wallace. Russia. 1905.
Milyoukov. Russia and its crisis. 1905.
Durland. Red reign. 1907.

VIENNA

Feudalism and Democracy

Saturday 7 March 1908

Austria-Hungary a feudal estate surviving in a democratic century, a mingling of past and present, a government without natural unity, a group of antagonistic nations with a confusion of races and languages united only by a common sovereign and fear of powerful neighbors. Affection for the present Emperor-King, Franz Josef, the cement that holds the monarchy together. Victory of modern democracy over mediæval feudalism; introduction of liberal political institutions.

Vienna and its transformation; destruction of the old fortifications; rebuilding of the city; the Ringstrasse and its marvelous architecture. "When organized municipal and social advancement as well as physical transformation and expansion are considered, Vienna would seem on many accounts to be the world's most notable example of a splendidly appointed metropolis rapidly evolved through the adoption of modern ideas and principles."—*Albert Shaw*.

Whitman and **Reading List**

- McIlraith.* Story of Austria. 1899.
Vambéry. Story of Hungary. 1886.
Maurice. Story of Bohemia. 1896.
Seignobos. Political history of contemporary Europe since 1814; translation, edited by S. W. Macvane; chaps. 13, 17 and 25. 1900.
Reich. "Austria and Hungary in the nineteenth century," chap. 7 of *Lectures on the history of the nineteenth century*; edited by F. A. Kirkpatrick. 1903.
Andrews. Historical development of modern Europe from the Congress of Vienna to the present time, v. 1, chaps. 6, 9 and 10 and v. 2, chaps. 7 and 12. (2 v. in 1.) 1904.
Lowell. Governments and parties in continental Europe, chaps. 8-10. 2 v. 1896.
Shaw. Municipal government in continental Europe, chaps. 8 and 9. 1901.
Colquhoun. Whirlpool of Europe. 1907.
Lansdale. Vienna and the Viennese. 1902.
Palmer. Austro-Hungarian life in town and country. 1903.
Levetus. Imperial Vienna. 1904.

BERLIN

Militarism and Socialism

Saturday 14 March 1908

Excellence of German city government; high character of officials; comparison of municipal politics in Germany and the United States.

Berlin "the best governed city in Europe"; welfare of the people the object of the administration; a city beautiful, clean, and healthful; municipal ownership of public services to safeguard the people's health and their economic welfare.

Evolution of modern Germany and the welding of the Empire. William II, a belated adherent of "the divine right of kings," the embodiment of the spirit of militarism. "The unity of Germany is to be brought about, not by speeches, nor by votes of majorities, but by *blood and iron*."—*Bismarck*.

Socialism, an opposing force to militarism, aims at collective ownership and management. The struggle for social and economic equality and the impending transformation.

Reading List

- Lewis.* History of Germany. 1902.
- Gould and Gilman.* Story of Germany. 1903.
- Reddaway.* Frederick the Great and the rise of Prussia. 1904.
- Seignobos.* Political history of contemporary Europe since 1814; translation, edited by S. W. Macvane; chaps. 12, 14–16, 24 and 28. 1900.
- Marcks.* "The transformation of Germany by Prussia" and "Bismarck," chaps. 5 and 6 of *Lectures on the history of the nineteenth century*; edited by F. A. Kirkpatrick. 1903.
- Andrews.* Historical development of modern Europe from the Congress of Vienna to the present time, v. 2, chaps. 5, 6 and 10. (2v.in1.) 1904.
- Lowell.* Governments and parties in continental Europe, chaps. 5–7. 2 v. 1896.
- Shaw.* Municipal government in continental Europe, chaps. 5–7. 1901.
- Norton.* In and around Berlin. 1889.
- Dawson.* German life in town and country. 1901.
- Baker.* Seen in Germany. 1901.
- Schierbrand.* Germany, the welding of a world power. 1902.

PARIS

Liberalism and Nationalism

Saturday 21 March 1908

Paris with its monuments and memorials the epitome of French history. Modern Paris the child of democracy and the French Revolution; this pioneer modern city still the most beautiful city in the world; creative work of the Commission of Artists; transforming and perfecting work of Haussmann and Alphand.

Liberalism, the impulse toward the future, and Nationalism, the call of the past; the potency of the present pitted against the pretensions of the past. Liberalism in municipal affairs, in national politics, in education, etc. The spirit of the Republic.

"It was the mission of France to teach the world a lesson of order, system, and logic, of iconoclasm. Paris was made the visible embodiment of the revolt against the iniquities of the old régime and of the creative vigor of the new era."—*Albert Shaw*.

Reading List

- Duruy*. History of France; abridged and translated by Mrs. M. Carey. 1889.
- Lebon*. Modern France, 1789-1895. 1901.
- Seignobos*. Political history of contemporary Europe since 1814; translation, edited by S. W. Macvane; chaps. 5-7 and 27. 1900.
- Mantoux*. "France as the land of the Revolution" and "Two statesmen of the Third Republic" (Thiers and Gambetta), chaps. 8 and 9 of *Lectures on the history of the nineteenth century*; edited by F. A. Kirkpatrick. 1903.
- Andrews*. Historical development of modern Europe from the Congress of Vienna to the present time. v. 1, chaps. 1-4 and 7 and 8, and v. 2 chaps. 1, 4 and 9. (2v. in 1.) 1904.
- Lowell*. Governments and parties in continental Europe, chaps. 1 and 2. 2 v. 1896.
- Shaw*. Municipal government in continental Europe, chaps. 1 and 2. 1901.
- Wendell*. France of today. 1907.
- Whiteing*. Paris of today. 1900.
- De Forest*. Paris as it is. 1900.
- Lynch*. French life in town and country. 1901.
- Haynie*. Paris, past and present. 1902.

LONDON

Imperialism and Progressivism

Saturday 28 March 1908

London "the emporium of many nations," the wealth center of the world; the center of English social and political movements. The two characteristic national passions, Imperialism and Progressivism, epitomized in London. Imperialism desires national solidarity and aggrandizement, the extension of English power over distant lands; Progressivism, the natural reaction from Imperialism, strives for uplift and purification of everyday life at home through the various means for individual and social betterment.

London city council a model legislative and administrative body; its progressive policy. "Through all these years of administrative labors, as complex and confusing as ever fell to any governing body in the world, not one breath of scandal, no shadow of a shade of personal corruption, has attached to any single member of the council."

Reading List

- Green.* Short history of the English people. 1897.
- Seeley.* Growth of British policy. 2 v. 1895.
- Cunningham and McArthur.* Outlines of English industrial history. 1895.
- McCarthy.* People of England in the nineteenth century. 2 v. 1899.
- Seignobos.* Political history of contemporary Europe since 1814; translation, edited by S. W. Macvane; chaps. 1-4 and 26. 1900.
- Boutmy.* English constitution; translated by D. M. Eadin. 1891.
- Moran.* Theory and practice of the English government. 1903.
- Webb.* London programme. 1892.
- Shaw.* Municipal government in Great Britain, *especially chap. 8.* 1898.
- Masterman and others.* Heart of the Empire; discussions of problems of modern city life in England, with an essay on Imperialism. 1902.
- Cook.* Highways and byways in London. 1902.
- Wheatley.* Story of London. 1904.

INSTRUCTIVE LECTURES

The work of the Lecture Department of Rosenberg Library is being developed in the belief that this is a very important educational activity. Notably successful instances in other cities furnish encouraging examples of such work. The library is now conducting its fourth season of free instructive lectures with continued large attendance and good public interest. Each year there have been provided about a dozen free lectures (often illustrated) for adults in the evening, and there have been a number of illustrated lectures for school children in the day time. The total attendance at these lectures for three years has been about 20,000, an unexpectedly large number, in fact, more than double the number that would have met all reasonable expectations.

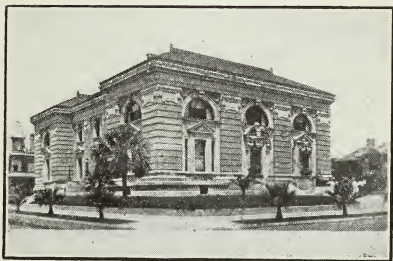
The formation of a co-operative circuit of five or six Texas cities at the suggestion of the Rosenberg Library has made it possible to secure an annual course of six weekly university extension lectures upon literary or other topics by some one of the professors of the University of Chicago Extension Division. These lectures have been very popular in all the cities of the co-operative circuit. In addition to the university extension lectures, each year various other good lectures have been given. Several of the leading professors of the University of Texas have appeared on the library lecture platform and have spoken to large audiences. The library has printed in its lecture announcements suggestive reading lists that have encouraged reading and study upon the subjects of the lectures. The library has constantly aimed to secure a high quality of public service for its lecture platform, and a good beginning has been made during these three years.

Rosenberg Library was founded under the bequest of Henry Rosenberg, merchant and banker of Galveston. Library opened for public use 22 June 1904, birthday of founder. Cost of building, grounds, equipment, and present library \$225,000. Endowment over \$500,000. Library has 30,000 volumes, 14,000 pamphlets, 320 current periodicals. Loans of books for home use since opening 215,000, an average of 203 volumes a day. Library open 12 hours a day. All privileges free.

ROSENBERG LIBRARY

Free Lectures

*Six Lectures by University Professors, Illustrated by
Stereopticon Views, will be given under
library auspices, as announced in
the following pages*



January 9 to February 15, 1909

Library Lecture Hall 8 p. m.

Galveston, Texas

ROSENBERG LIBRARY

Free Lectures

9 JANUARY TO 15 FEBRUARY 1909

Saturday 9 January

VESUVIUS AND POMPEII

Dr. Edwin W. Fay

Wednesday 13 January

MICHELANGELO AND THE SISTINE CEILING

Dr. H. H. Powers

Thursday 21 January

FOODS: OUR EVERYDAY DIET

Dr. Oscar H. Plant

Thursday 28 January

FOODS: USE OF ADULTERANTS AND PRESERVATIVES

Dr. A. E. Austin

Saturday 6 February

RELATION OF INSECTS TO DISEASE

Prof. Glenn W. Herrick

Monday 15 February

FOREIGN NEW YORK AND OUR IMMIGRATION
PROBLEM

Kellogg Durland

Library experience shows that many of those who attend the library lectures desire to read studiously on the subjects of the lectures, both before and after lectures, and a considerable call for guidance in study has already grown up. Many read beforehand in preparation to receive more profit and enjoyment from the lecture; many read afterward from an interest aroused by the lecture.

The following announcements give a general idea of the way the lecturers intend to treat their subjects and also suggest some of the best matter in books, pamphlets, and periodicals for reading and study. The library has in most cases a great deal more available material for those who wish to extend their study further. The library staff, the head of the reference department especially, is ever ready to assist inquirers.

VESUVIUS AND POMPEII

Illustrated by stereopticon views

Saturday 9 January

EDWIN W. FAY, M. A., Ph. D.

Professor of Latin, University of Texas,
Austin

Professor Fay has an excellent series of lantern slides to illustrate the striking features of Pompeian life and art as shown in the unearthed ruins of that ancient city. The lecturer is able to describe Vesuvius and Pompeii from personal visits, as well as from long and careful study of the wonderfully interesting art and archaeology of that buried city and its surroundings.

Reading List

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|-------------------|--|
| <i>Mau.</i> | Pompeii, its life and art. 1902 |
| <i>Boissier.</i> | Rome and Pompeii. 1896 |
| <i>Dyer.</i> | Pompeii. 1874 |
| <i>Gusman.</i> | Pompeii: city, life, art. 1900 |
| <i>Engelmann.</i> | Pompeii. 1903. |
| <i>Howells.</i> | Italian journeys. 1901. (Chap. 8) |
| <i>Lytton.</i> | Last days of Pompeii. 1893 |
| <i>Phillips.</i> | Vesuvius |
| <i>Norway.</i> | Naples, past and present. 1901.
(v. 2, p. 1-77) |
| <i>Hull.</i> | Volcanoes. 1892. (Part 2, chap. 1) |

MICHELANGELO AND THE SISTINE CEILING

Illustrated by stereopticon views

Wednesday 13 January

HARRY H. POWERS, Ph. D.

President of the Bureau of University Travel, formerly
Professor in Cornell University

Michelangelo, sculptor, painter, architect, engineer, poet, the most prominent artist of the Renaissance period, the dominant figure in the arts for centuries and the most influential in modern art, architect of Saint Peter's Church, painter of the wonderful ceiling of the Sistine Chapel, and of the "Last Judgment," has been admiringly characterized by Burkhardt as the "Man of Destiny" in the arts. Some of the great works of Michelangelo will be illustrated by an exhibit of pictures in the library corridor.

Reading List

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|------------------|--|
| <i>Grimm.</i> | Life of Michael Angelo. 1896. 2 v. |
| <i>Holroyd.</i> | Michael Angelo Buonarroti. 1903 |
| <i>Clement.</i> | Michelangelo. 1901 |
| <i>Hurll.</i> | Michelangelo. 1900 |
| <i>Vasari.</i> | Lives of seventy of the most eminent painters, sculptors, and architects. 1566-67. v. 4, p. 30-254 |
| <i>La Farge.</i> | Great masters. 1903. p. 3-67 |
| <i>Jameson.</i> | Memoirs of the early Italian painters. 1895. p. 149-168 |
| <i>Kugler.</i> | Italian schools of painting. 1902. p. 429-444 |
| <i>Symonds.</i> | Renaissance in Italy: The fine arts. 1877. p. 384-436 |
| <i>Cox.</i> | Old masters and new. 1905. p. 18-47 |
| <i>Bayliss.</i> | Seven angels of the renaissance. 1905. p. 63-97 |
| <i>Stearns.</i> | Midsummer of Italian art. 1899. p. 61-168 |

THE FOODS OF OUR EVERY-DAY DIET

Illustrated by stereopticon views

Thursday 21 January

OSCAR H. PLANT, M. D.

Lecturer on Dietetics and Demonstrator of Physiology,
Medical Department, University of Texas,
Galveston

The lecture will describe in a popular way (illustrated with lantern slides) the purposes that food serve, showing the value of different articles of diet as sources of building material, of energy, and of heat, and giving practical suggestions for healthful living.

Why foods must be digested. The arrangement of the menu. Why soup is placed at the beginning of a meal and its value. Meats, their value and the influence of cooking. Eggs; milk; oysters. Bread; hot breads; toast; breakfast foods. Peas and beans. Potatoes and other vegetables. Salads, their use and abuse. Butter. Cheese. Fruits. Coffee. Influence of appetite on digestion. Cheerfulness at the table.

Reading List

- Hutchison.* Food and the principles of dietetics. 1903
- Thompson.* Food and feeding. 1898
- Thompson.* Diet in relation to age and activity. 1901
- Miles.* Muscle, brain, and diet. 1900
- Yeo.* Food in health and disease. 1897
- Richards.* Cost of food. 1901
- Chittenden.* Physiological economy in nutrition. 1904
- Fletcher.* The A. B.-Z. of our own nutrition. 1903
- Norton.* Food and dietetics. 1907
- Hutchinson.* Some diet delusions. (McClure, v. 26, p. 611-623. 1906)

USE OF ADULTERANTS AND PRESERVATIVES IN FOODS

Thursday 28 January

A. E. AUSTIN, M. A., M. D.

Professor of Chemistry and Toxicology, Medical Department,
University of Texas, Galveston

The purchaser of manufactured food products is entitled to know what foreign substances have been used as adulterants and preservatives, and this lecture is designed to assist the purchaser to discriminate between what is harmful and what is harmless.

Milk: skimming, watering, coloring, preservatives; relation to digestion and health. Milk products: renovated butter, oleo-margarine, filled cheese. Meat and meat products: antiseptics and coloring matter, canned meat, filled sausages, meat extracts. Preservatives in fish and oysters. Preserved, dessicated, and canned eggs.

Cereals and their compounds: flour and its adulteration and bleaching, bread, baking powder. Tea, coffee, and cocoa; olive oil and lard; sugar, syrups, and candy; glucose and its dangers; use of coloring matter. Vinegar, catsups, jams, canned vegetables and fruits, pickles, flavoring extracts.

Reading List

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|------------------------------------|--|
| <i>Wiley.</i> | Foods and their adulteration. 1907 |
| <i>Leach.</i> | Food inspection and analysis. 1904 |
| <i>Blyth.</i> | Foods; their composition and analysis. 1903 |
| <i>Eccles.</i> | Food preservatives. 1905 |
| <i>Richards.</i> | Food materials and their adulterations. 1898 |
| <i>U. S. Dept. of Agriculture.</i> | Preserving eggs. 1899. (Farmer's bulletin 103) |
| <i>U. S. Bureau of Chemistry</i> | Results of borax experiment. (Circular 15) |

RELATION OF INSECTS TO DISEASE

Illustrated by stereopticon views

Saturday 6 February

PROFESSOR GLENN W. HERRICK

State Entomologist, Professor of Entomology,
Texas Agricultural and Mechanical College, College Station

In recent years great advances have been made in medicine, especially in the discovery of the relationship of insects to disease. Discovery of the relation of ticks to bovine malaria. The relation of mosquitoes to malaria. Life history of common and malarial mosquitoes. Relation of mosquitoes to yellow fever. Life history of *Stegomyia*. Relation of the house fly to enteric disease. The tick and spotted fever. Flea and leprosy. Bed-bug and disease. Yellow jaundice and other diseases and their causes.

Reading List

- Howard.* Mosquitoes. 1901
- Mitchell.* Mosquito life. 1907
- Ross.* Mosquito brigades and how to organize them. 1901
- Kelly.* Walter Reed and yellow fever. 1906
- Nuttall.* On the role of insects, arachnids, etc., as carriers in the spread of bacterial and parasitic diseases of animals and man. John Hopkins hospital reports, v. 8, 1889
- Herrick.* Some mosquitoes of Mississippi and how to deal with them. 1901. Miss. Agricultural experiment station, Bulletin 74
- Howard.* How insects affect health in rural districts. 1908. (U. S. Department of agriculture. Farmers' Bulletin 155)
- Sternberg.* Transmission of yellow fever by mosquitoes. (Pop. Sci. Mo. v. 59, p. 225-241. 1901)

Valuable material may also be found in the Reports of the U. S. Public health and Marine-hospital service.

FOREIGN NEW YORK AND OUR IMMIGRATION PROBLEM

Illustrated by stereopticon views

Monday 15 February

KELLOGG DURLAND

Traveler, Press Correspondent, Lecturer

Mr. Durland, who told here two years ago of his stirring experiences in Russia, will this year tell of his experiences disguised as a steerage passenger with immigrants while investigating immigration conditions for U. S. Government officials. In addition to his statement of immigration problems, and how we can best meet them (already a live question in Galveston), the lecturer gives an enlightening and picturesque account of the Italian, Jewish, Chinese, and other alien quarters of New York city.

Reading List

- Smith.* Emigration and immigration. 1890
Commons. Races and immigrants in America. 1907
Hall. Immigration and its effects upon the United States. 1906
National civic federation. Facts about immigration. 1906
Brandenburg. Imported Americans. 1904
Steiner. On the trail of the immigrant. 1906
Liberal immigration league. Immigrant Jew in America. 1906
Lord, Trenor, and Barrows. Italian in America. 1905
Fleming. Immigration to the southern states. 1905
Betts. Leaven in a great city. 1902
Riis. How the other half lives. 1890
Riis. Battle with the slum. 1902

Valuable material may be found in U. S. Bureau of immigration reports; U. S. Industrial commission report, v. 15, and v. 9, p. 957-1109; U. S. Census bureau, Twelfth census, Special report on occupations; Immigration restriction league (Boston), Leaflets; Charities and the Commons.

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Rosenberg Library
Free Lectures

European Capitals
and Their Social Significance
PART II

by Jerome Hall Raymond, Ph. D.
Associate Professor of Sociology, University of Chicago

Athens

Rome

Copenhagen

Berne

Brussels

Madrid

A course of six free illustrated university extension lectures to be given weekly on Tuesdays, 23 February to 30 March, 1909.

Library Lecture Hall at 4 p.m. and at 8 p.m.
Galveston, Texas

9

Athens

The Revival of Hellenism

TUESDAY, 23 FEBRUARY, 1909

Hellenism, the old Greek spirit, the effort to make life so beautiful, so rich in content, so full of meaning, that it is worth while to live. "From the simplicity and charm of this ideal, Hellenism and human life in the hands of Hellenism, are full of what we call sweetness and light."—*Matthew Arnold*.

Modern Greece, like ancient Greece, is the land of ideals, and the old Hellenism is being revived. Aspiration toward physical, intellectual, and artistic perfection is characteristic of the Greek people. The old Greek love of beauty is today exemplified in Athens, which is being transformed into a beautiful modern city.

READING LIST

Seignobos	Political history of contemporary Europe; <i>chap.</i> 21. 1900.
Sergeant	Greece in the nineteenth century. 1897.
Mahaffy	Rambles and studies in Greece. 1892.
Gulick	Life of the ancient Greeks. 1902.
Freeman	Studies of travel: Greece. 1893.
Jebb	Modern Greece. 1901.
Horton	Modern Athens. 1901.
Butler	Story of Athens. 1902.
Rose	Christian Greece and living Greek. 1898.
Samuelson	Greece: her present condition and recent progress. 1894.

Rome

The Renaissance of Self-Government

TUESDAY, 2 MARCH, 1909

"Cradle and grave of empires, on whose walls
The sun himself subdued to reverence falls."

—*Symonds.*

Authority the heritage of Rome. Military, legal, artistic, and religious traditions. The king now the representative of self-government in Italy. Twentieth century Rome a city of and for the people. The people at last supreme in the Eternal City. "The modernization of Rome strives to obliterate no worthy monument of antiquity, but on the contrary has not spared pains or cost to discover, preserve, and render instructive and intelligible all that has escaped the vandalism of the intervening centuries."—*Albert Shaw.*

READING LIST

Seignobos	Political history of contemporary Europe; <i>chaps. 11 and 23.</i> 1900.
Lowell	Governments and parties in continental Europe; <i>chaps. 3 and 4.</i> 1896.
Shaw	Municipal government in continental Europe; <i>chap. 4.</i> 1895.
Hutton	Italy and the Italians. 1903.
Coldstream	Institutions of Italy. 1896.
Young	Story of Rome. 1907.
Field	Rome. 2v. 1904.
Howe	Roma Beata. 1905.
Hare	Walks in Rome. 2v. 1903.

Copenhagen

The Progress of the North

TUESDAY, 9 MARCH, 1909

Civilization's debt to the North. The political and military misfortunes of the country seem to have aroused and developed the people. The popular motto: "What has been lost without must be won within." Educational, scientific, industrial, literary, and artistic progress in Denmark. "The Danes are now a thoroughly radical and democratic people, with a more perfect system of self-government in politics and business than perhaps any other nation."

READING LIST

- | | |
|-------------------------|--|
| Seignobos | Political history of contemporary Europe; <i>chap.</i> 18. 1900. |
| Sidgewick | Story of Denmark. 1890. |
| Weitemeyer | Denmark. 1891. |
| Thomas | Denmark, past and present. 1902. |
| Bröchner | Danish life in town and country. 1903. |
| Curtis | Denmark, Norway, and Sweden. 1903. |
| Bain | Scandinavia. 1905. |
| Danish Tourist Society. | Copenhagen, the capital of Denmark. 1898. |

Berne

The Triumph of Democracy

TUESDAY, 16 MARCH, 1909

Modern Switzerland a product of the French Revolution. The model republic, a living example to all nations, the purest democracy in the world. Combination of federal and cantonal power, following the example of the United States. The Landsgemeinde, a mass-meeting of all citizens of the canton, "the most patriarchal and immemorial assembly to be found the world over." Picturesqueness of the capital city with its Alpine setting and its ancient and modern architecture. Striking social activities of the municipality. The Swiss a self-respecting, industrious, and frugal people. The national motto: "All for each and each for all."

READING LIST

- | | |
|----------------|---|
| Seignobos | Political history of contemporary Europe; <i>chap.</i> 9. 1900. |
| Lowell | Governments and parties in continental Europe; <i>chaps.</i> 11 and 12. 1896. |
| Hug and Stead. | Switzerland. 1890. |
| Baker | Model republic. 1895. |
| McCrackan | Rise of the Swiss republic. 1901. |
| Story | Swiss life in town and country. 1902. |
| Vincent | Government in Switzerland. 1900. |
| Deploige | Referendum in Switzerland. 1898. |
| Dawson | Social Switzerland. 1897. |
| Stephen | Playground of Europe. 1907. |

Brussels

The Conflict with Clericalism

TUESDAY, 23 MARCH, 1909

Separation from Holland in 1830. The most densely populated country in Europe. Problems of race and language. Great industrial and commercial activity. Probably the most prosperous country in Europe. Its cities great industrial centers. Brussels a center of co-operative and socialistic enterprise. Municipal enterprise. Emulation of Paris in renovating and beautifying the city. "A miniature Paris." "Brussels has, during the last half of the century, lost its provincial character, and become one of the intellectual centers of Europe."—*Seignobos*.

READING LIST

- | | |
|-----------|---|
| Seignobos | Political history of contemporary Europe; <i>chap.</i> 8. 1900. |
| Shaw | Municipal government in continental Europe; <i>chap.</i> 3. 1895. |
| Smythe | Story of Belgium. 1900. |
| Scudamore | Belgium and the Belgians. 1901. |
| Boulger | Belgian life in town and country. 1904. |
| Allen | Cities of Belgium. 1902. |
| Brooks | Social unrest. 1903. |
| Bourne | Civilization in Congoland; a story of international wrongdoing. 1903. |

Madrid

The Evolution of Freedom

TUESDAY, 30 MARCH, 1909

The Golden Age of Spain in the fifteenth century. Since then Spain an example of a decadent civilization. Difficulties in the way of progress. Conquest by Napoleon in 1808. "An invasion began the work of regeneration."—*Seignobos*. Constitutional monarchy. Radical movements. Corruption of Spanish politics. Beginnings of reform. Madrid, "a capital with malice aforethought." The site chosen by Philip II. "The royal kill-joy delighted in having the dreariest capital on earth."—*John Hay*. The Escorial, the Prado, the Plaza de Toros, the art galleries.

READING LIST

Seignobos	Political history of contemporary Europe; <i>chap.</i> 10. 1900.
Shaw	Municipal government in continental Europe; <i>chap.</i> 3. 1897.
Hume	Spain; its greatness and decay (1479-1788). 1899.
Hume	Modern Spain, 1788-1898.
Fernald	Spaniard in history. 1898.
Curry	Constitutional government of Spain. 1889.
Hay	Castilian days. 1899.
Higgin	Spanish life in town and country. 1902.
Zimmerman	Spain and her people. 1902.
Ellis	Soul of Spain. 1908.

"All the rest of my estate I bequeath to my executors in trust for the organization and endowment of a free public library for the use of the people of Galveston, together with free lectures upon practical, literary and scientific subjects, and such other incidents to a great public library as may be most conducive to the improvement, instruction and elevation of the citizens of Galveston; and for this purpose they shall cause an association to be chartered with such trustees and directors as they may best deem expedient, under such rules and regulations as will best carry out this devise.

"In making this bequest, I desire to express in practical form my affection for the city of my adoption and for the people among whom I have lived for so many years, trusting that it will aid their intellectual and moral development and be a source of pleasure and profit to them and their children and their children's children through many generations."—
[*Extract from the will of Henry Rosenberg, merchant and banker of Galveston.*]

The beautiful, dignified, and thoroughly fire-proof building, erected under the provisions of the Rosenberg will in 1903 and 1904, was dedicated and opened to the public on the birthday of the founder, June 22, 1904. Cost of building, grounds, equipment, and present library of 35,000 volumes, \$225,000. Permanent endowment fund, \$550,000.

ROSENBERG LIBRARY

GALVESTON, TEXAS

Free Lectures

December 11, 20, and 21, 1909

Library Lecture Hall, 8 P. M.

A More Beautiful Galveston

Spain; Her Grandeur and Her Romance

Illustrated by Stereopticon Views

Brief select reading lists are presented in connection with these lecture announcements. Experience shows that reading beforehand prepares the listener for a fuller appreciation and enjoyment of a good instructive lecture. The lists suggest a part only of the material for reading and study to be found in the library. The head of the reference department and all other members of the library staff are always glad to assist inquirers.

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A MORE BEAUTIFUL GALVESTON

Illustrated by Stereopticon Views

Saturday 11 December 1909

HOWARD EVARTS WEED

Landscape Architect, Chicago, Ill.

The lecture will deal especially with the ornamentation of the city lot. Everybody is interested in making the small city lot appear to the best advantage. Details are given as to the placing of the house upon the lot; best arrangements for the walks, trees, shrubs, vines, and flowers. The lecture shows how and what to plant for various locations upon the lot, how to make the house appear to the best advantage, how to arrange the shrubs so as to make the lot look as large as possible, and the necessity for green grass as the central portion of a little lawn. Illustrated with many slides from photographs and plans.

Reading List

- | | |
|-------------------------|---|
| <i>Parsons.</i> | How to plan the home grounds. 1899. |
| <i>Van Rensselaer.</i> | Art out-of-doors; hints on good taste in gardening. 1893. |
| <i>Bailey.</i> | Garden-making; suggestions for the utilizing of home grounds. 1898. |
| <i>Hunn and Bailey.</i> | Practical garden book; containing the simplest directions for the growing of the commonest things about the house and garden. 1900. |
| <i>Repton.</i> | Art of landscape gardening; ed. by John Nolen. 1907. |
| <i>Miller.</i> | How to make a flower garden. 1903. |
| <i>Skinner.</i> | Little gardens; how to beautify city yards and small country spaces. 1904. |
| <i>Miller.</i> | Children's gardens for school and home. 1904. |
| <i>Barron.</i> | Lawns, and how to make them. 1906. |

SPAIN; Her Grandeur and Her Romance

Two Lectures

Monday and Tuesday, Dec. 20 and 21

Illustrated by Stereopticon Views

1. From the Pyrenees to Madrid.

2. Andalusian Vistas.

CHARLES UPSON CLARK, Ph. D.

*Assistant Professor of Latin, Yale University,
New Haven, Conn.*

Entering the northeastern part of the country from France we first visit Gerona and Barcelona, which have just come into prominence again with last summer's disturbances; and after a glimpse of ancient Tarragona and Tortosa pass over the central table-land to León, full of reminders of the little Christian remnant which finally won back Spain from the Moors. Stopping for a moment at Segovia and the Escorial, we witness a bull-fight at Madrid, and stroll about gray Toledo. Then we pass into the romantic country of the Moors, seeing their great mosque at Cordova and their fairy palaces at Granada (the Alhambra) and Seville (the Alcazar). Cadiz, oldest city in western Europe, is our last stopping-place on our way to Gibraltar.

Reading List.

Ellis.	Soul of Spain. 1908.
Marden.	Travels in Spain. 1909.
Tyler.	Spain; a study of her life and arts. 1909.
Higgin.	Spanish life in town and country. 1902.
Hutton.	Cities of Spain. 1906.
Hume.	Spanish people. 1901.
Hume.	Spain; its greatness and decay (1479-1788). 1899.
Clarke.	Modern Spain, 1815-98. 1906.
Wigram.	Northern Spain. 1906.
Ricketts.	Art of the Prado. 1907.
Williams.	Arts and crafts of older Spain. 3v. 1907.

Don Quixote, the masterpiece of Spanish literature, "must be read over and over again by one who would understand Spain." Other important material is Borrow's "*Bible in Spain*," Irving's "*Alhambra*," and Prescott's histories.

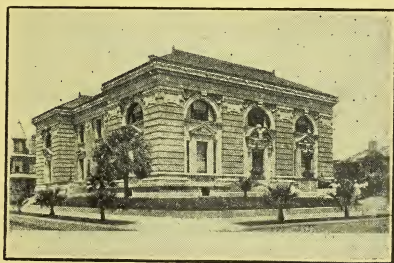
The Rosenberg Library was founded under the bequest of Henry Rosenberg, merchant and banker of Galveston. The beautiful, dignified, and thoroughly fire-proof building, 87x134 feet in size, was erected in 1903 and 1904 under the provisions of the Rosenberg will at a cost of more than \$150,000. It is centrally and conveniently located just in the edge of the resident part of the city and near to the business district. Designed in late Italian renaissance style of architecture, situated on spacious ground elevated several feet above the street, this massive and well-built structure presents an appearance of great stability and distinction. The building was dedicated to the educational service of the people with public exercises, in presence of a notable assemblage of citizens in the library lecture hall, June 22, 1904, the birthday of the founder. The cost of the building, grounds, equipment, and present library has been about \$250,000, and the permanent endowment fund is \$550,000.

The library now has more than 37,000 volumes and 18,000 pamphlets, and 340 periodicals are currently received. There are about 9,000 registered borrowers. Since the opening of the library the loans of books for home use have been about 370,000 an average of more than 200 a day. The reference and periodical departments have a large and increasing use. The library has provided each year a dozen or more instructive lectures, and the total attendance at these lectures since the beginning of this department has been about 44,000. The library is open 12 hours a day and all its privileges are free.

ROSENBERG LIBRARY

Free Lectures

The library invites attention to six free lectures by university professors to be given as announced in the following pages. A select reading list is added in connection with each lecture subject.



JANUARY 8 TO FEBRUARY 10, 1910

Library Lecture Hall, 8 p. m.

Galveston, Texas

New Conceptions of Education Gained from Modern Science

Saturday 8 January

A. CASWELL ELLIS, PH. D.

*Professor of the Philosophy of Education,
University of Texas, Austin*

This lecture will point out the bearing upon the process of education of the principles of growth and development which have been discovered in modern study of biology and child psychology.

Reading List

- | | |
|---------------------|---|
| <i>Tyler.</i> | Growth and education. 1907. |
| <i>Oppenheim.</i> | The development of the child. 1898. |
| <i>Warner.</i> | The study of children and their school-training. 1897. |
| <i>Kirkpatrick.</i> | Fundamentals of child study. 1907. |
| <i>Kirkpatrick.</i> | Genetic psychology. 1909. |
| <i>Burk.</i> | From fundamental to accessory in the development of the nervous system. (<i>In the Pedagogical seminary, v. 6.</i>) |
| <i>Ellis.</i> | The philosophy of education. (<i>In the Pedagogical seminary, v. 5.</i>) |

The Sanatorium Treatment of Consumption

Illustrated by stereopticon views

Monday 17 January

DR. WILLIAM KEILLER, F. R. C. S. (Edinburgh)

*Professor of Anatomy, Medical Department,
University of Texas, Galveston*

Importance of the problem presented by consumption which claims the highest death rate among all diseases. An illustrated visit to the U. S. Marine Hospital Sanatorium for tubercular seamen at Fort Stanton, N. M. Life in a sanatorium. Some Texas private sanatoria. Aims and advantages of sanatorium treatment; its therapeutic and educational value. What some other states are doing for their consumptive poor. Home treatment of tuberculosis. Rest, food, open air life, and prevention of spread to others.

Reading List

- Knopf.* Pulmonary tuberculosis; prophylaxis and treatment. 1899.
- **Flick.* The crusade against tuberculosis; consumption a curable and preventable disease. 1904.
- Francine.* Pulmonary tuberculosis; its modern and specialized treatment. 1907.
- **Gardiner.* The care of the consumptive. 1900.
- Huber.* Consumption; its relation to man and his civilization; its prevention and cure. 1906.

For a Directory of institutions dealing with tuberculosis, see the *Campaign against tuberculosis*, compiled under the direction of the National association for the study and prevention of tuberculosis.

*These books are specially suited for study by consumptives who would learn to help the doctor in their fight for health.

Boy Problems:

Educational Methods of Checking Delinquency

Monday 24 January

J. ADAMS PUFFER, B. A. (Wesleyan)

*Scholar and Fellow in Psychology and Pedagogy,
Clark University, Worcester*

Present status of juvenile crime in Europe and America. Problem of increase or decrease. Conditions peculiar to the United States. Race problems. Rapid growth of cities. Passing of apprentice system. The great idle period. Instincts in boys which may lead to crime. Broken and bad homes. Physical and mental condition of delinquents. The demand for physical and industrial education. Social forces against good homes and good physical life. Relation of the economic problem to the destructive and constructive social forces.

Reading List

Lindsey. The beast and the jungle. (*In Everybody's magazine*, Oct., Nov., Dec. 1909, Jan. 1910.)

Denver. *Juvenile court.* Problem of the children and how the state of Colorado cares for them. 1904. (Largely from the writings of Judge Lindsey.)

Devine. Misery and its causes. 1909.

Ayres. Laggards in our schools; a study of retardation and elimination in city school systems. 1909.

Folks. The care of destitute, neglected, and delinquent children. 1902.

Travis. The young malefactor. 1908.

Morrison. Juvenile offenders. 1896.

U. S. Bureau of the Census. Special reports: Prisoners and juvenile delinquents in institutions. 1904.

The Survey (formerly *Charities*) has in every issue articles bearing on the fundamental philanthropic problems.

Chemical Engineering

Illustrated by stereopticon views and exhibits

Saturday 29 January

J. C. BLAKE, PH. D.

*Professor of Chemistry, Texas Agricultural and
Mechanical College, College Station*

The lecture will begin with a brief account of the economic considerations which induce a people to utilize their own raw materials wherever practicable in manufacturing articles for their own consumption instead of importing those made elsewhere. The factors most emphasized will be the length of time a community has been settled, the distribution and nature of the raw materials, the supply of capital available, and the genius and education of the people. The abundance of raw materials in Texas will then be discussed, together with the undeveloped state of Texas manufactures. The place which chemical engineering plays in manufacturing and the place it should hold in the education of the people will then be pointed out. The lecture will conclude with the exhibition of a considerable number of lantern slides, briefly described, showing in detail the essential steps in several of the most important chemical industries, including paper-making, tanning, manufacture of sugar, pottery and glass-making, and the metallurgy of iron and steel.

Reading List

- Cohn.* Chemistry in daily life. 1898.
- International library of technology*, especially volumes 18, 19, and 20, treating of cottonseed oil and products, the manufacture of iron, steel, leather, soap, sugar, paper, etc.
- Lamborn.* Cottonseed products. 1904.
- Nagel.* The mechanical appliances of the chemical and metallurgical industries. 1909.
- Ries.* The clays of Texas. (University of Texas. Bulletin, no. 102, 1 Feb. 1908.)
- Thorp.* Outlines of industrial chemistry. 1898.
- Stoughton.* The metallurgy of iron and steel. 1908.
- Eckel.* Cements, limes, and plasters. 1905.
- Deerr.* Sugar and the sugar cane. 1905.

Much valuable matter on allied subjects may be found among the publications of the U. S. Department of Agriculture. Many of the bulletins of the U. S. Geological Survey also will be found serviceable.

How to Understand and Enjoy Pictures

Illustrated by stereopticon views

Saturday 5 February

PROFESSOR ELLSWORTH WOODWARD,
*Director of Art Department, Newcomb College,
Tulane University, New Orleans*

Everybody loves to look at pictures. It is in his choice as to what kind of pictures he shall enjoy that the question arises. We presently learn that education in art is arrived at through stages of development as in other forms of education. We must be in a position to understand before we can enjoy. Professor Woodward takes his audience through the various stages of complexity and meaning and gives the key to enjoyment through understanding. The pictures which he will show are from the great European galleries.

Reading List

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|------------------|---------------------------------|
| <i>Van Dyke.</i> | Art for art's sake. 1893. |
| <i>Van Dyke.</i> | Meaning of pictures. 1903. |
| <i>Van Dyke.</i> | Studies in pictures. 1907. |
| <i>Caffin.</i> | How to study pictures. 1905. |
| <i>Poore.</i> | Pictorial composition. 1903. |
| <i>Witt.</i> | How to look at pictures. 1902. |
| <i>Sturgis.</i> | Appreciation of pictures. 1905. |
| <i>Clausen.</i> | Aims and ideals in art. 1906. |

Robert Burns, 1759-1796

Wednesday 9 February

REV. HENRY COHEN,
Rabbi Congregation B'nai Israel, Galveston.

[Song] drooped and fell, and one 'neath northern skies,
With southern heart, who tilled his father's field,
Found Poesy a-dying, bade her rise
And touch quick Nature's hem and go forth healed.
On life's broad plain the ploughman's conquering share
Upturned the fallow lands of truth anew,
And o'er the formal garden's trim parterre
The peasant's team a ruthless furrow drew.
—William Watson, 1890.

Reading List

- Burns.* Complete poetical works. Cambridge edition.
- Burns.* Poems, songs, and letters. Globe edition.
- Blackie.* Life of Robert Burns. 1888.
- Lockhart.* Life of Robert Burns. 1882.
- Shairp.* Robert Burns. 1879.
- Carlyle.* Burns. (*In his* Critical and miscellaneous essays 1:258-318.)
- Stevenson.* Some aspects of Robert Burns. (*In his* Familiar studies of men and books, p. 46-86.)
- Craigie.* Primer of Burns. 1896.
- Dougall.* The Burns country. 1904.
- Harper.* Robert Burns's country. (Scribner 44:641-655, Dec. 1908.)
- Hawthorne.* Some of the haunts of Burns. (*In his* Our old home, p. 231-253.)
- Watson.* The tomb of Burns. (*In his* Poems 1:9-15.)

ROSENBERG LIBRARY

LECTURE DEPARTMENT

In making plans for the foundation of a broad institution to fulfill the purposes of the notable library bequest of Henry Rosenberg, the directors, besides providing for the other departments of library activity, have also recognized the great practical and cultural benefit to the people of the community to be derived from frequent instructive, popular lectures "upon practical, literary, and scientific subjects," as suggested in the will itself. As in all the work of the institution, the primary aim of the lecture department is educational. While it is desired that the Rosenberg Library free lectures (all the privileges of the institution are free) shall be interesting and popular in the best sense, and frequently illustrated by stereopticon views, yet it is intended that they shall be of such high order of merit as to attract and interest the thoughtful and the studious.

In developing a system of library lectures at the Rosenberg Library it is intended that these shall eventually embrace a wide range of subjects of general interest. Literature, education, art, travel, history, government, economics, finance, charities, and municipal affairs will receive their share of attention. The natural and physical sciences in their popular aspects, the various industries, especially those of our own state and country, commerce by land and sea, important engineering enterprises and public works, significant new movements and events, and all timely topics relating to the work and thought of the present-day world are considered very desirable subjects for library lectures.

It is the intention of the library authorities to arrange for these instructive lectures well in advance, in order that the lecturers may have ample time for thorough preparation, and in order that the library may have time to secure any additional books that may be needed to represent the subjects, and to print (if practicable) good select reading lists in connection with carefully prepared lecture announcements. The library encourages serious reading and study in connection with its lectures also through personal helpfulness by a specially trained and experienced assistant in the reference department.

ROSENBERG LIBRARY

Free Lectures

Oriental Capitals

Their Social and Political Significance

**TOKYO, OSAKA, MUKDEN, PEKING,
HANKOW, TEHERAN**

A course of six university extension lectures
(Illustrated with stereopticon views)

By **TOYOKICHI IYENAGA, Ph. D.**

*Professorial Lecturer in Political Science, University
of Chicago*

Tuesdays 22 February to 29 March 1910

Library Lecture Hall 8 p. m.

Galveston, Texas

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TOYOKICHI IYENAGA, Ph. D., Professorial Lecturer in Political Science, University of Chicago, lectured widely and with much acceptability for the University Extension Division during the years 1903 to 1907.

In January 1908, Dr. Iyenaga returned to his native country, and spent more than a year traveling in the Orient studying political, social, and economic problems, and gathering material for new lectures. After spending several months in Japan, China, and Manchuria, Dr. Iyenaga visited the Philippine Islands, returned to Hongkong and continued his tour of the world by way of Europe, where he has made study of questions and problems having a special bearing on Oriental conditions. These travels, combined with those undertaken by Dr. Iyenaga through Southern and Western Asia a few years ago on commission from his government, enable him to speak with authority carrying conviction.

Dr. Iyenaga's success in University Extension and popular lecturing has placed him in the front rank of platform speakers. He is bright, witty, entertaining, and at the same time scholarly and instructive. He is the peer of any man to-day discussing the problems of the Orient.

Franklin W. Hooper, Director Brooklyn Institute, Brooklyn, N. Y., said of Dr. Iyenaga in 1905 just as he had completed his fourth course of lectures before the Institute: "The audiences have been large, crowding the auditorium, and they have been made up of the most thoughtful and public-spirited citizens of this community. There has been an increased interest in Dr. Iyenaga's lectures from the first and it is with sore regret that we have to contemplate the fact that he will not be able to lecture for us another season. Dr. Iyenaga uses the English language most forcibly and beautifully. He develops his theme in an orderly manner and what he has to say with regard to Japan, China, Corea and the Eastern Question, the late Russo-Japanese conflict, the Peace of Portsmouth, the relation of Japan to the other oriental countries, and the relations between the Eastern civilizations and our own, is of supreme and vital importance and interest."

Each of the lectures of the course on Oriental Capitals to be given at the Rosenberg Library is illustrated with a rare collection of stereopticon slides made and hand-colored by the best Japanese artists. These constitute what is probably the finest collection of slides on the Orient ever brought to America.

ASSIGNED READINGS

(as published in the University of Chicago syllabus prepared for this course of lectures on Oriental Capitals)

- Coolidge. United States as a world power. 1908.
 Angier. The Far East revisited. Parts II and IV. 1908.
 Cotes. Signs and portents in the Far East. 1907.
 Weale. Coming struggle in Eastern Asia. 1908.
 Vay de Vaya and Luskod, Count. Empires and emperors. 1906.
 Okakura Kakuzo. Ideals of the East. 1904.
 Chirol. Far Eastern question. 1896.
 Hearn. Japan: an interpretation. 1904.
 Suyematsu. The risen sun. 1905.
 Iyenaga. Constitutional development of Japan. 1891.
 Weale. Manchu and Muscovite. 1904.
 Hosie. Manchuria. 1904.
 Morse. Trade and administration of the Chinese empire. 1907.
 Denby. China and her people. 2v. 1905.
 Wilson. China. 1901.
 Cresson. Persia: the awakening East. 1908.

*Choose three out of these books for reading.

General Reading List on the Far East and Asia

- Mahan. Problem of Asia. 1900.
 Mahan. Retrospect and prospect. 1902.
 Townsend. Asia and Europe. 1904.
 Colquhoun. Mastery of the Pacific. 1902.
 Conant. United States in the Orient. 1900.
 Reinsch. World politics. 1900.
 Reinsch. Colonial government. 1902.
 Curzon. Problems of the Far East. 1894.
 Veale. Re-shaping of the Far East. 2v. 1905.
 Lambéry. Western culture in eastern lands. 1906.
 Foster. American diplomacy in the Orient. 1903.
 Torman. Peoples and politics of the Far East. 1894.
 Liot. Letters from the Far East. 1907.
 Wiósy. New Far East. 1904.
 Millard. New Far East. 1906.
 eroy-Beaulieu. Awakening of the East. 1900.
 nox. Spirit of the Orient. 1906.
 sakawa. Russo-Japanese conflict. 1904.
 everidge. Russian advance. 1903.
 ickinson. Letters from a Chinese official. 1903.
 illard. America and the Far Eastern question. 1909.
 hwing. Education in the Far East. 1909.

JAPAN

Lecture I, 22 February 1910

TOKYO: Exponent of Western Liberalism

Awakening of Asia. First impressions of Japan. Real charms of Tokyo. Political institutions. Educational institutions. Influence of the press. Social life of Tokyo.

"The city is of comparatively modern origin. Down to the middle ages most of the ground which it covers was washed by the sea or occupied by lagoons. On the sea-shore stood, in the 15th century, the fishing hamlet of Ye-do ('estuary gate'), near which a certain warrior built himself a fortress in the year 1456. The advantages of the position from a military point of view were discerned, and when Ieyasu became Shogun in 1603, he made Yedo his capital. From that time forward Japan thus practically had two capitals,—Kyoto in the west, where the Mikado dwelt in seclusion, and Yedo in the east, whence the Shogun held sway over the whole land. On the fall of the Shogunate in 1868, the Mikado came and took up his abode in Yedo, and soon after the name of the city was changed to Tokyo. The meaning of the term is "Eastern Capital."

"At the present day, Tokyo covers an immense area, popularly estimated at 100 square miles. Population in 1903 was about 1,840,000. Tokyo is picturesque, and, as seen from any height, has a tranquil and semi-rural aspect owing to the abundance of trees and foliage,—an effect increased of late years by the planting of numerous avenues of cherry trees, which, early in April, transform the town into a garden of blossom."

Lecture II, 1 March 1910

OSAKA: Japan's Commercial and Industrial Metropolis

Osaka and its environs. History of Japan's commerce. Development of merchant marine. Cotton spinning industry. Condition of laborers and their wages. Development of other industries besides that of cotton spinning. Advantages and disadvantages for Japan's commercial and industrial growth. Growth of organs for facilitating business transactions. Several classes of workmen.

"Osaka is more than two thousand five hundred years old, and therefore one of the most ancient cities of Japan,—though its present name is believed to date back only to the fifteenth century. Centuries before Europe knew of the existence of Japan, Osaka was the great financial and commercial centre of the empire; and it is that still. Through all the feudal era, the merchants of Osaka were the bankers and creditors of the Japanese princes: they exchanged the revenues of rice for silver and gold;—they kept in their miles of fireproof warehouses the national stores of cereals, of cotton, and of silk;—and they furnished to great captains the sinews of war." *Lafcadio Hearn.*

Reading List on Japan

- Brinkley.* Japan; its history, arts, and literature. 8v. 1901.
"The best work on Japan in English."
- Hearn's* various works.
"The illuminating books of Lafcadio Hearn will always be remembered for the poetry he brought in them to bear upon the poetic aspects of the country and the people." *George Meredith.*
- Suyematsu.* A fantasy of far Japan. 1905.
- Fraser.* Letters from Japan. 1899.
Written during the years 1889-1892.
- Okakura-Yoshisaburo.* The Japanese spirit. 1905.
"These lectures of a son of the land are compendious and explicit in a degree that enables us to form a summary of much that has been otherwise partially obscure, so that we get nearer to the secret of this singular race than we have had the chance of doing before." *George Meredith.*
- Vitobe.* Bushido; the soul of Japan. 1905.
"A theoretical discussion of Japanese chivalry and its moral code."
- Okakura Kakuzo.* The awakening of Japan. 1904.
An answer to the question: "From what sources are drawn the intellectual and moral qualities which have enabled the present generation of statesmen, citizens, soldiers, and sailors, under an able emperor, to enter suddenly, as a first-class liberal power, into the company of nations?"
- Stead, editor.* Japan by the Japanese. 1904.
Chapters by leading men of Japan on their nation's institutions, politics, and progress.
- Stead.* Great Japan; a study of national efficiency. 1906.
"Japan is indeed the object-lesson of national efficiency and happy is the country that learns it." *Earl of Rosebery.*
- Gulick.* Evolution of the Japanese. 1903.
"An attempt to interpret the characteristics of modern Japan in the light of social science."
- Chamberlain.* Things Japanese; being notes on various subjects connected with Japan. 1901.
An interesting and valuable guide-book to subjects arranged in alphabetic order.
- Ston.* History of Japanese literature. 1899.
- Riffs.* The Mikado's empire. 2v. 1903.
A standard history brought down to 1903.
- Acon.* Japanese girls and women. 1902.
By one, who in the capacity of a teacher in the Peers' School in Tokyo had unusual facilities for the study of her subject.

CHINA

Lecture III, 8 March 1910

MUKDEN: Manchuria and the West

Positions of different powers in Manchuria since the Russo-Japanese war. Topography and population of Manchuria. Dairen to Mukden. Mukden—Capital of Manchuria. Administration of Manchuria and reform in Mukden. Commerce and industry of Manchuria. South Manchurian R. R. Co.

"Moukden, the old capital of the Manchus before they marched to the conquest of China and migrated to Peking, still remains a sleeping capital, with a complete equipment of Ministries, duly provided with Presidents, Vice-Presidents, and Secretaries, whose most important functions have for two-and-a-half centuries been those connected with pay-day." *Hosea Ballou Morse.*

Lecture IV, 15 March 1910

PEKING: Battlefield Between the Old and New

Difficulties in studying China. Peking—its plan and parts. Wan-Shou-Shan or Summer Palace. Chinese government. Social phases of Peking. China's foreign relations and signs of her humiliation. Causes of China's sad plight. Recent reforms and phenomenal progress. The new regent and the programme of preparation for a constitutional régime. Peking transformed.

"Peking is at once an historical monument, carrying us back to the age of Kublai Khan; a vast stationary camp of nomads, pouring down from Mongolian deserts and Tartar steppes; the capital of an empire that is to Eastern Asia what Byzantium was to Eastern Europe; the sanctuary of a religion that is more manifold than that of Athens; and the residence of a monarch who is still the Son of Heaven to 350,000,000 of human beings." *George N. Curzon, in 1894.*

Lecture V, 22 March 1910

HANKOW: Center of New China

From Tientsin to Shanghai. Up the Yangtsze-Kiang. Hankow—the Chicago of China. Chief railways in China proper, constructed and projected. Foreign trade of China. Development of new industries. Canton and its environs. Life of the people in trading ports.

"Hankow is six hundred miles from the sea, yet ocean steamers cast anchor opposite its fine esplanade and busy wharves. It is the terminus of a railway by which already one may travel through the heart of China to Peking, and thence through Siberia to Moscow and Calais. Its air is thick with factory coal-smoke, yet the fresh aroma that crushed green tea alone produces, pervades whole streets in the European quarter and makes one imagine oneself back in a garden in Assam. Hankow stands for Chinese enterprise. Its factories are in a transitional stage. Europeans and Japanese own some of them and are employed as experts in others, but the part taken by the Chinese themselves increases continually." *Everard Cotes.*

Reading List on China

- Färker.* China; her history, diplomacy, and commerce. 1901.
- Giles.* China and the Chinese. 1902.
 "Author is the foremost living scholar in Chinese. (1902)."
- Little.* Intimate China. 1901.
 Written from information gleaned during a long residence in China.
- Williams.* The Middle Kingdom. 2v. 1882.
 An old standard work.
- Brinkley.* China; its history, arts, and literature. 4v. 1902.
- Smith.* Chinese characteristics. 1894.
- Smith.* Village life in China. 1899.
- Smith.* China and America today. 1907.
- Smith.* China in convulsion. 2v. 1901.
 Arthur H. Smith is one of the foremost authorities in this country on Chinese life and character.
- Hart.* These from the Land of Sinim. 1901.
 "The picture is painted altogether from the standpoint of Peking." *Saturday Review*, 1901.
- Thomson.* China and the powers; a narrative of the outbreak of 1900. 1902.
- Casserty.* Land of the boxers. 1903.
- Weale.* Indiscreet letters from Peking. 1907.
- Wen Ching.* Chinese crisis from within. 1901.
 "Statement of the Chinese point of view by a native who has an extraordinary appreciation of Western modes of thought and a very remarkable gift of writing good English." *Spectator*, 1901.
- Chang Chih-Tung.* China's only hope. 1900.
 Advocacy of reforms, by the great viceroy.
- Bard.* Chinese life in town and country. 1905.
- Thomson.* Through China with a camera. 1899.
- Douglas.* Society in China. 1894.
- Colquhoun.* China in transformation. 1898.
- Earl.* With the Empress Dowager of China. 1906.
 "Author spent several months in different palaces while painting four portraits of the Empress Dowager. This is the first detailed account of Chinese court life." *A. L. A. Booklist*, 1905.
- Thomson.* The Chinese. 1909.
 The illustrations from photographs are excellent.

PERSIA

Lecture VI, 29 March 1910

TEHERAN: the Koran and the Constitution

Thousand-mile ride on horseback across Persia. Teheran—Capital of Persia. Government and politics of Persia. Commerce. Religions, customs, and manners. From Teheran to Rangoon. The Koran and the constitution.

"In Persian eyes, at least, Teheran is a European city. The wide streets and tree-lined avenues of the newer quarter of the town date from the reign of Shah Nasr-ed-Din, grandfather of the present Shah, who returned from a visit to Europe fired with the ambition of transforming his capital into an Oriental Paris. But the Persian of the lower classes is a fanatical conservative; the strange madness that drives his rulers to leave the blessed shores of Iran to wander in infidel lands beyond the seas, seems to him wholly foreign and distasteful. And, while the result of Nasr-ed-Din's fondness for the things and ways of Europe are to be seen in Teheran on every hand, the large majority of the citizens cling obstinately to the customs of their forefathers, so that the capital of Persia stands to-day a wonderful City of Contrasts, a meeting place of opposing civilizations, where the old and the new stand side by side in bewildering confusion."—*W. P. Cresson*.

Reading List on Persia

- Jackson.* Persia past and present. 1906.
Author is professor of Indo-Iranian languages in Columbia University.
- Cresson.* Persia; the awakening East. 1908.
- Whigham.* The Persian problem. 1903.
- Bishop.* Journeys in Persia and Kurdistan. 2v. 1891.
- Sykes.* Ten thousand miles in Persia; or, Eight years in Iran. 1902.
- Benjamin.* Persia. 1887. [A history.]

Univ. of Illinois,
State Library School,
Urbana.

ROSENBERG LIBRARY
FREE LECTURES

**THE UNTAMED INNER BORDER OF
PALESTINE**

(Illustrated by stereopticon views)

By ELLSWORTH HUNTINGTON, *Yale University*

**EDUCATION IN REAL LIFE FOR
REAL LIFE**

By CHARLES WILLIAM DABNEY, *President University
of Cincinnati*

DEMOCRATIC CULTURE

By CHARLES ZUEBLIN, *Publicist*

THE TWENTIETH CENTURY CITY

(Illustrated by stereopticon views)

By CHARLES ZUEBLIN, *Publicist*

MARCH 1910

GALVESTON, TEXAS

13

The Untamed Inner Border of Palestine

Illustrated by Stereopticon Views

Wednesday 2 March 1910, 8 p. m.

ELLSWORTH HUNTINGTON, Ph. D.

Department of Geography, Yale University

The purpose of the Yale Expedition of 1909 to Palestine was primarily the study of geography in the broader sense, that is, of the relation of physical environment to man's present condition and history. By zigzagging back and forth across Palestine and the neighboring desert regions, the Expedition saw samples of all the physical provinces which compose the country. Three main points were especially impressive. The first is the extreme variety of the land—the striking contrasts between regions only 20 or 30 miles apart. The second is the isolation of Judea and its relative sterility. The third is the striking evidence of important changes of climate. Photographs from Gaza, the Shephelah, Judea, the Dead Sea, Moab, the rock city of Petra, and the desert ruins of Palmyra illustrate the preceding points. Adventures on the Dead Sea with a canvas boat, and among the wild Arabs and Druzes show how the nature of the country is reflected in the people.

READING LIST

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|------------------|--|
| <i>Smith.</i> | Historical geography of the Holy Land. 1902. |
| <i>Wilson.</i> | Peasant life in the Holy Land. 1906. |
| <i>Van Dyke.</i> | Out-of-doors in the Holy Land. 1908. |
| <i>Mac Coun.</i> | The Holy Land in geography and history. 2v. 1897. |
| <i>Fulton.</i> | Palestine. 1900. |
| <i>Bell.</i> | Desert and the sown; a record of travel from Jericho through the unfrequented parts of Syria to Antioch. 1907. |
| <i>Inchbold.</i> | Under the Syrian sun. 2v. 1907. |

Education in Real Life for Real Life

Thursday 10 March 1910, 8 p. m.

CHARLES WILLIAM DABNEY, Ph. D., LL. D.
President University of Cincinnati

The purpose of the lecture is to interpret the improvements in the schools in the light of the changes in our society. The educational movement is a part of the social and industrial evolution. The old ante-bellum parson's school provided for some of the youth of the community better discipline and a nobler education, and thus tended to develop a higher character and a broader culture, than the ordinary common school of today. The glory of the old system was that it trained leaders of men. The new school has the single advantage that it provides a little learning for all; it offers to every child, rich and poor alike, that great opportunity represented by the ability to read and write, but like the old school, it is a thing too much apart from real life and gives little practical efficiency. Back of the old school were the farm and home industries, now banished from the country by the shops, mills, and stores of the cities. On the old farm the boy and girl learned the agricultural and household arts. The chief objection to the old school was that it educated too many young people out of the country, but our present common schools have a worse influence in this way. The schools should be related to the economic life of the people. The first principle of the new school is cooperation between the school, on the one side, and the industries and the home, on the other, in training all the people, the old as well as the young, for a better, happier, more useful and successful life.

READING LIST

- Chamberlain.* Standards in education. 1908.
Hancellor. Theory of motives, ideals, and values in education. 1907.
Conference for education in the South. Proceedings.
Havenport. Education for efficiency. 1909.
Manus. Beginnings in industrial education. 1908.
Menderson. Education and the larger life. 1904.
Stockenberry. Rural schools in the United States. 1908.

Valuable material may be found also in the publications of the U. S. Dept. of Agriculture and of the U. S. Bureau of Education.

DEMOCRATIC CULTURE

Saturday 19 March 1910, 4 p. m.

CHARLES ZUEBLIN, Publicist

"Culture is the habit of a mind instinct with purpose, cognizant of a tendency and connection in human achievement, able and industrious in discerning the great from the trivial." *Bosanquet*.

READING LIST

- Matson.* Knowledge and culture. 1895.
Arnold. Culture and anarchy. 1869. Chap. 1.
Harrison. Meaning of history. 1902.
Henderson. Education and the larger life. 1902.
Moses. Democracy and social growth in America. 1898.
Crapsey. Religion and politics. 1905. Chaps. 2 and 4.
Ely. Socialism and social reform. 1894.
Wells. Mankind in the making. 1903.

THE TWENTIETH CENTURY CITY

Illustrated by Stereopticon Views

Saturday 19 March 1910, 8 p. m.

CHARLES ZUEBLIN, Publicist

Topography determines the city's plan, which should govern both utilitarian and æsthetic needs. Civic improvement promises to effect a transformation in American cities. A comprehensive plan for city reconstruction has been undertaken with success by some American cities. "Municipal progress will be quickened when the growth of the communal spirit makes the conception of the composite city possible to a larger citizenship."

READING LIST

- Robinson.* Modern civic art. 1903.
Robinson. The improvement of towns and cities. 1901.
Eliot. Charles Eliot, landscape architect. 2v. 1903.
Zueblin. A decade of civic development. 1905.
Zueblin. American municipal progress. 1903.
Wilcox. The American city. 1904.
Howe. The city. 1905.

University of Illinois,
Library School.

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ROSENBERG LIBRARY

Free Lectures

THE PLAYGROUND MOVEMENT AND ITS
SIGNIFICANCE
(Illustrated by Stereopticon)

By

HENRY S. CURTIS, Ph. D.

Clark University, Worcester, Mass.

Secretary of the Child Conference, Former Sec-
retary of the Playground Association of
America

Saturday, 10 December, 1910

Library Lecture Hall at 8 p. m.

Galveston, Texas

14

HENRY S. CURTIS, Ph. D. (Clark University, Worcester, Mass.), is a leading authority on the pedagogy of play and the playground movement. He was at one time General Director of Playgrounds in New York City. He was for four years Supervisor of the Playgrounds of the District of Columbia. In 1902, an article of his in Harper's Magazine led Mrs. Humphry Ward to start the recreation centers of London. In 1906, with the help of Dr. Gulick, he organized the Playground Association of America. During the past year he has been Secretary of the Child Conference, and has lectured at Harvard and Columbia Universities, the School of Civics in Chicago, and the School of Philanthropy in New York.

READING LIST

Playground association of America. Proceedings of the annual playground congress, and Year book, 1907-1909. v. 1-3.

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|------------------|--|
| <i>Mero, ed.</i> | American playgrounds. 1909. |
| <i>Johnson.</i> | Education by plays and games. 1907. |
| <i>Lee.</i> | Constructive and preventive philanthropy. 1902. |
| <i>Bancroft.</i> | Games for the playground, home, school, and gymnasium. 1909. |
| <i>Hanmer.</i> | First steps in organizing playgrounds. 1908. (Russell Sage foundation. Publication.) |

The Playground: published monthly by the Playground Association of America.

Lecture Department of Rosenberg Library

The notable library bequest of Henry Rosenberg contemplated the establishment in Galveston of an institution, free to all the people, to "aid their intellectual and moral development" founded on a very broad popular educational basis. The library has first of all the usual departments of library activity, but the directors have also recognized the great practical and cultural benefit to the people of the community to be derived from frequent instructive popular lectures "upon practical, literary, and scientific subjects." While it is desired that the Rosenberg Library free lectures shall be interesting and popular in the best sense, and frequently illustrated by stereopticon views, yet it is intended that they shall be of such high order of merit as to attract and interest the thoughtful and the studious.

In developing a system of library lectures at the Rosenberg Library it is intended that these shall eventually embrace a wide range of subjects of general interest. Literature, education, art, travel, history, government, economics, finance, charities, and municipal affairs will receive their share of attention. The natural and physical sciences in their popular aspects, the various industries, especially those of our own state and country, commerce by land and sea, important engineering enterprises and public works, significant new movements and events, and all timely topics relating to the work and thought of the present-day world are considered very desirable subjects for library lectures.

It is the intention of the library authorities to arrange for these instructive lectures well in advance, in order that the lecturers may have ample time for thorough preparation, and in order that the library may have time to secure any additional books that may be needed to represent the subjects, and to print (if practicable) good select reading lists in connection with carefully prepared lecture announcements. The library also encourages serious reading and study in connection with its lectures through personal helpfulness by a specially trained and experienced assistant in the reference department.

"All the rest of my estate I bequeath to my executors in trust for the organization and endowment of a free public library for the use of the people of Galveston, together with free lectures upon practical, literary and scientific subjects, and such other incidents to a great public library as may be most conducive to the improvement, instruction and elevation of the citizens of Galveston; and for this purpose they shall cause an association to be chartered with such trustees and directors as they may best deem expedient, under such rules and regulations as will best carry out this devise.

"In making this bequest, I desire to express in practical form my affection for the city of my adoption and for the people among whom I have lived for so many years, trusting that it will aid their intellectual and moral development and be a source of pleasure and profit to them and their children and their children's children through many generations."—

[Extract from the will of Henry Rosenberg, merchant and banker of Galveston.]

The beautiful, dignified, and thoroughly fire-proof building, erected under the provisions of the Rosenberg will in 1903 and 1904, was dedicated and opened to the public on the birthday of the founder, June 22, 1904. Cost of building, grounds, equipment, and present library of over 40,000 volumes, \$235,000. Permanent endowment fund, \$565,000.

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ROSENBERG LIBRARY
FREE LECTURES
VENICE

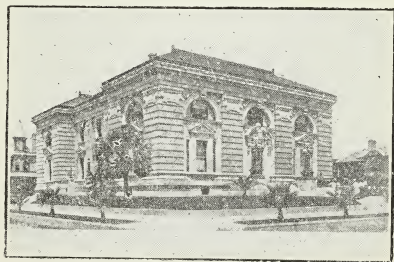
*Wednesday and Thursday, January 11 and 12
1911*

ILLUSTRATED BY STEREOPTICON

1. AMONG THE LAGOONS; ST. MARK'S AND THE GRAND CANAL.
2. THE PAINTERS OF VENICE.

BY

CHARLES UPSON CLARK, PH. D., ASSISTANT PROFESSOR OF
LATIN, YALE UNIVERSITY, NEW HAVEN, CONN.



LIBRARY LECTURE HALL, 8 P. M.
GALVESTON, TEXAS

15

VENICE

TWO LECTURES

Wednesday and Thursday, January 11 and 12

ILLUSTRATED BY STEREOPTICON

1. AMONG THE LAGOONS; ST. MARK'S AND THE GRAND CANAL.
2. THE PAINTERS OF VENICE.

BY

CHARLES UPSON CLARK, PH. D., ASSISTANT PROFESSOR OF
LATIN, YALE UNIVERSITY, NEW HAVEN, CONN.

When the early ports at the head of the Adriatic—Padua, Altinum, Aquileia—were destroyed by the Huns and the Lombards, their inhabitants fled out to the lagoons and settled on the mud-banks, finally making Rialto (our Venice) their capital, in the ninth century. They remained faithful to the Eastern Empire at Constantinople, and maintained their independence against the German Empire and the Pope on the mainland. They were hardy mariners from the start; their commerce grew rapidly; they built fleets to protect it; that led to territorial accessions, and Venice soon found herself mistress of Crete, Cyprus, the Morea, and much of the Levant. She vanquished her chief commercial rival, Genoa, acquired Padua, Verona, etc., on the mainland, and seemed secure in her control of Mediterranean trade when the discovery of the passage around the Cape of Good Hope put an end to her supremacy, which was based on her monopoly of the caravan—Suez route. But in her art and architecture, her picturesque and beautiful canals and lagoons, Venice remains forever a unique and fascinating city.

The first lecture will touch the older chief ports of the Northern Adriatic, and Torcello, and then describe St. Mark's, the Doge's Palace, and the Grand Canal, with a visit by gondola to the smaller canals and lagoons. The second lecture will show about 125 of the most famous and beautiful paintings in Venice, including many by Bellini, Tintian, Tintoret, and Paul Veronese.

READING LIST ON VENICE

- Hazlitt.* Venetian republic. 2v. 1900.
- Thayer.* Short history of Venice. 1905.
- Okey.* Story of Venice. 1905.
- Wiel.* Venice. 1901.
- Crawford.* Salve Venetia. 2v. 1906.
- Oliphant.* Makers of Venice. 1898.
- Brown.* Studies in the history of Venice. 2v. 1907.
- Brown.* Venice. 1895.
- Brown.* Life on the lagoons. 1904.
- Brown.* In and around Venice. 1905.
- Howells.* Venetian life. 2v. 1895
- Allen.* Venice. 1902.
- Mempes.* Venice. 1904.
- Smith.* Venice of to-day. 1896.
- Smith.* Gondola days. 1899.
- Okey.* Old Venetian palaces and old Venetian folk. 1907.
- Ruskin.* Stones of Venice. 2v. 1891-1900.
- Vasari.* Lives of seventy of the most eminent painters, sculptors and architects; ed. by Blashfield and Hopkins. 4v. 1902.
- Berenson.* Venetian painters of the renaissance. 1903.
- Crowe and Cavalcaselle.* Titian. 2v. 1881.
- Osler.* Tintoretto. 1892.

The Rosenberg Library was founded under the bequest of Henry Rosenberg, merchant and banker of Galveston. The beautiful, dignified, and thoroughly fire-proof building, 87x134 feet in size, was erected in 1903 and 1904 under the provisions of the Rosenberg will at a cost of more than \$150,000. It is centrally and conveniently located just in the edge of the residence part of the city and near to the business district. Designed in late Italian renaissance style of architecture, situated on spacious grounds elevated several feet above the street, this massive and well-built structure presents an appearance of great stability and distinction. The building was dedicated to the educational service of the people with public exercises, in presence of a notable assemblage of citizens in the library lecture hall, June 22, 1904, the birthday of the founder. The cost of the building, grounds, equipment, and present library has been about \$235,000, and the permanent endowment fund is \$565,000.

The library now has more than 42,000 volumes and 21,000 pamphlets, and 325 periodicals are currently received. There are over 10,000 registered borrowers. Since the opening of the library the loans of books for home use have been about 450,000, an average of more than 225 a day. The reference and periodical departments have a large and increasing use. The library has provided each year a dozen or more instructive lectures, and the total attendance at these lectures since the beginning of this department has been about 54,000. The library is open 12 hours a day and all its privileges are free.

Rosenberg Library Free Lectures

The Rosenberg Library announces
Five Lectures
by University Professors
to be given under library auspices

February 11 to March 1, 1911

**Library Lecture Hall, 8 p. m.
Galveston, Texas**

Brief select reading lists are presented in connection with these lecture announcements. Experience shows that reading beforehand prepares the listener for a fuller appreciation and enjoyment of a good, instructive lecture. The lists suggest a part only of the material for reading and study to be found in the library. The head of the reference department and all other members of the library staff are always glad to assist inquirers.

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Rosenberg Library
Free Lectures

SATURDAY, 11 FEBRUARY 1911

The Yellowstone National Park

(Illustrated with stereopticon)

Dr. H. Y. Benedict

SATURDAY, 18 FEBRUARY 1911

From the Lifeless to the Living

(Illustrated with stereopticon)

Dr. O. M. Ball

THURSDAY, 23 FEBRUARY 1911

Disinfection; *or*, Getting Rid of Germs

(Illustrated with stereopticon)

Dr. J. J. Terrill

MONDAY, 27 FEBRUARY 1911

The United States as a World Power

Arthur E. Bestor

WEDNESDAY, 1 MARCH 1911

The New Patriotism

Arthur E. Bestor

The Yellowstone National Park

Illustrated with colored stereopticon views

SATURDAY, 11 FEBRUARY 1911

HARRY Y. BENEDICT, Ph. D.

Professor of Applied Mathematics and Astronomy,
University of Texas, Austin

THE Yellowstone National Park was set aside by Act of Congress in 1872 "for the benefit and enjoyment of the people." It lies mainly in the northwestern corner of Wyoming and is situated on a high volcanic plateau surrounded by mountains from which rivers flow to the Gulf of California, to the Gulf of Mexico, and to the Pacific Ocean. Throughout Tertiary times the whole region was the scene of tremendous volcanic activity and in later times glaciers covered the whole plateau. A combination of natural wonders has resulted which is unsurpassed in all the world.

The Yellowstone geysers are larger and more numerous than those of Iceland and New Zealand; the Yellowstone Canyon is unsurpassed in its marvellous coloring; and Yellowstone Lake is, next to Lake Titicaca, the highest navigable lake in the world. Hundreds of geysers, thousands of hot springs, and thousands of steam vents dot the Park. At various points are to be found cliffs of glassy obsidian, mountains of sulphur, creeks flavored with alum and arsenic, petrified trees, beautiful colored terraces and extinct volcanoes. Fortunately the coloring of much of the Park is easily reproducible in lantern slides.

Reading List

- Raftery** Historical and descriptive sketch of the Yellowstone national park. 1909. (Intended as an official description and published by the U. S. government.)
- Chittenden** Yellowstone national park. 1903.
- Haynes** Haynes official guide Yellowstone national park. 1910.
- Eldridge** Touring Yellowstone park on government highways. (World to-day 19: 1263-1272, Nov. 1910.)
- Laugel** Yellowstone national park. (Scribner 35: 513-527, May 1904.) (Excellent for the geology of the Park. Colored illustrations.)

The library contains much invaluable material in government documents on the history, the early explorations, the geology and natural history of the Yellowstone National Park.

From the Lifeless to the Living

Illustrated with stereopticon

SATURDAY, 18 FEBRUARY 1911

O. M. BALL, Ph. D. (Leipzig)

Professor of Biology, Texas Agricultural and Mechanical
College, College Station

MODERN science has solved many problems that but a few years ago were reckoned even by scientists as being impossible of solution. Little by little the apparent mysteries of the world of living things are being cleared up by the army of keen and penetrating workers in the fields of science. Their discoveries have already added greatly to the sum of human happiness, and we can confidently predict that the next few years of this century will add to this long list of benefits conferred.

One of the problems yet unsolved is that of how to construct in the laboratory and factory the elementary food material for which we are now dependent wholly upon plants. The importance to mankind of such a discovery can not be estimated. When accomplished, it will greatly modify the harshness of the struggle for existence that is even now felt in the "high cost of living."

After nearly one hundred years of ceaseless effort we seem now to be within sight of the goal. Since the birth of the new century, we have learned to make sugar out of the raw materials, and patents have issued covering the process. It is but a step, though perhaps a very long one, to the preparation of starch, the great fundamental food substance of plants and animals, and after this, the other substances which are formed from starch.

The lecture attempts to present what is known of the manner in which the principal food substance of living things is made by the plant.

Reading List

- | | |
|----------------------------|---|
| Verworn | General physiology; tr. and ed. by S. Lee. 1899. |
| Peirce | Text-book of plant physiology. 1900. |
| Sedgwick and Wilson | Introduction to general biology. 1899. |
| Remsen | Inorganic chemistry. 1898.
(For carbon dioxide and water.) |
| Bailey | Botany. 1900. Chap. 12. |
| Coulter | Plant studies. 1900. Chap. 10. |
| Macdougall | Practical text-book of plant physiology. 1901. Chap. 11-12. |
| Percival | Agricultural botany. 1900. Chap. 1. |

Disinfection; *or*, Getting Rid of Germs

Illustrated with stereopticon

THURSDAY, 23 FEBRUARY 1911

JAMES J. TERRILL, M. D.

Professor of Pathology, Medical Department,
University of Texas, Galveston

CVILIZED men are engaged in a gigantic warfare against an enemy, which, though invisible, is nevertheless powerful for harm. This enemy is the disease-producing germ. This lecture deals with the best and simplest means of destroying these microscopic invaders to the end that all intelligent people may have a part in ridding mankind of these preventable diseases. Thus only may the highest human happiness be attained

Reading List

- | | |
|-------------------------|--|
| McFarland | Text-book upon the pathogenic bacteria. 1907. Part I. |
| Rosenau | Disinfection and disinfectants. 1902. |
| Egbert | Manual of hygiene and sanitation. 1907. <i>Chap.</i> 10. |
| Muir and Ritchie | Manual of bacteriology. 1902. <i>Chap.</i> 1, 2, and 4. |
| Conn | Bacteria in milk and its products. 1903. <i>Chap.</i> 1. |

The United States as a World Power

MONDAY, 27 FEBRUARY 1911

ARTHUR EUGENE BESTOR, A. B.

Lecturer in Political Science, University of Chicago,
Member American Historical Association,
Director of Chautauqua Institution

THE new conditions in world politics are discussed in this lecture,—the development of the Americas; the changes in diplomatic intercourse and ideals; conditions in Europe, South America, and the Orient, and the expansion of the United States. American diplomacy is reviewed. The doctrines of the United States are considered,—non-intervention in Europe, good friendship in the Orient, good neighborhood in America, and the balance of power. The geographical, commercial, racial, and moral conditions of world power are discussed, and the problems of the future,—large cities, extremes in wealth, corporate monopolies, conflict of capital and labor, undesirable immigration, spoils system, Cuba, the inter-oceanic canal, South America, the Orient, and the government of colonies.

Reading List

- | | |
|------------------|---|
| Hart | Foundations of American foreign policy. 1901. Parts 1, 2, 5, and 6. |
| Coolidge | United States as a world power. 1909. |
| Reinsch | World politics. 1902. Part 5. |
| Latané | America as a world power, 1897-1907. |
| Strong | Expansion under new world-conditions. 1900. |
| Hull | The two Hague conferences and their contributions to international law. 1908. |
| Holls | The peace conference at The Hague and its bearings on international law and policy. 1900. |
| Moore | American diplomacy, its spirit and achievements. 1905. |
| Lawrence | Principles of international law. 1898. |
| Snow | Treaties and topics in American diplomacy. |
| Colquhoun | Greater America. 1904. |
| Sparks | Expansion of the American people, social and territorial. 1900. |

The New Patriotism

WEDNESDAY, 1 MARCH 1911

ARTHUR EUGENE BESTOR, A. B.

Lecturer in Political Science, University of Chicago,
Member American Historical Association,
Director of Chautauqua Institution

THERE have been many recent attempts to interpret our life and to analyze it into its essential elements. The lectureships at the University of Berlin and the Sorbonne of Paris have been filled by American professors who have tried to reveal to Europeans the essential elements of Americanism. Many books have been written with this end in view. Each new generation needs to restudy national problems, to understand important developments in social and political life and to restate its ideals in the language of its own day.

"The New Patriotism" is such an attempt at interpretation and restatement. Its thesis is that the patriotism of an American of today is based upon four great conceptions; first, national unity; second, a racial homogeneity; third, a world-wide interest; and fourth, a democratic spirit.

From such a study may come the four elements of true American character. Knowledge of what is needed for preserving the republic comes from a study of our progress toward national unity. Our racial homogeneity teaches us sympathy for those who have not been as well favored as ourselves. Our world-wide interest develops an idealism which has been the attitude of Americans from the beginning. From our democracy we learn faith—a faith that "government of the people, by the people, and for the people shall not perish from the earth."

Reading List

- | | |
|----------|--|
| Part | Actual government as applied under American conditions. 1904. |
| Van Dyke | The Americanism of Washington. 1906. |
| Polly | The promise of American life. 1909. |
| Law | Political problems of American development. 1907. |
| Smith | Spirit of American government. 1907. |
| Robinson | Twentieth century American. 1908. |
| Van Dyke | Spirit of America. 1910. |
| Wyce | American commonwealth. 2v. 1910. |
| Lot | American contributions to civilization and other essays and addresses. 1898. |

Rosenberg Library

BY the will of Henry Rosenberg, merchant and banker of Galveston, who died in 1893, the residue of his estate was bequeathed to his executors in trust for the foundation and endowment of a free public library. It is the purpose of the library trustees to make this noble legacy "most conducive to the improvement, instruction, and elevation of the citizens of Galveston." It is their purpose to build an institution worthy to be considered an important center for the intellectual life and the higher interests of the community.

The Rosenberg Library is both a lending library (20,000 volumes) and a reference library (22,000 volumes). It aims to be in its own field an educational institution serving the needs of all classes of people. There are the several usual library departments (lending, children's, periodical, and reference) with their many activities, such as are to be found in the well-managed and progressive library of today.

There is also a lecture department. The work of this department is being developed in the belief that it is a very important educational activity. Thus far about 120 free lectures have been provided (generally in the evening at 8 o'clock) and the total attendance has been more than 55,000, an average attendance above 450 for each lecture. Several have been especially for children and have been given during the daytime

Institution chartered by State of Texas and organized with 20 trustees	-	190
Building dedicated and library opened		190
Value of library building and present contents, including the site	- -	\$235,00
Library endowment fund	- - -	\$565,00
Total library assets	- - - -	\$800,00
Number of volumes of books	- -	42,00
Number of registered borrowers	- -	10,00
Books loaned for home use, 7 years	-	450,00
Attendance at 120 lectures, 7 years	-	55,00

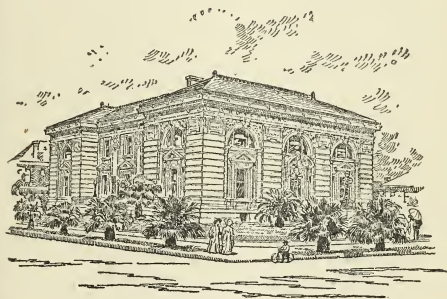
Library open 12 hours a day

All the library privileges are free

Rosenberg Library Free Lectures

31 March to 14 April 1911

Announcement and Reading Lists



Lecturers

HARLES ZUEBLIN, Publicist, Boston, Mass.

HENRY TURNER BAILEY, Director of Chautauqua School of Arts and Crafts; Editor of The School Arts Book.

LISS PERRY, Professor of English Literature in Harvard University; Editor Atlantic Monthly, 1899-1909; American Lecturer in the French Universities, 1909-10.

Library Lecture Hall
Galveston, Texas

Democratic Education: Education and Science

FRIDAY, 31 MARCH 1911, 4 p. m.

CHARLES ZUEBLIN, Publicist,
Boston, Mass.

A discussion of education as a preparation for democracy may of itself help to explain democracy, which is not government of, for, and by the people merely, but the life of all, by the cooperation of all, for the welfare of all. Education is necessarily modified to meet the demands of a progressive civilization. In the last century two great social phenomena were fundamental in their influence on our educational system, namely the Industrial Revolution and the Transformation of Domestic Life. The most significant of the transformations of the educational system are the introduction into the curriculum of science, in its various applications, evolutionary philosophy, pure science of various kinds, applied science, and the mere inferences of science, so that we think in scientific terms even if we have not minds trained in science. We are in the presence of a decay of the dead languages and mathematical Intellectual discipline, the purpose of these studies, may be gotten in other ways. It can be done in any useful occupation, and the best discipline of all we get from science.

The relation of education to science means to us a superior discipline in the school for every boy and girl, keeping them there longer that they may get the benefits of this science, then putting them into industry better trained, and thus extending this democratization until it ramifies through the whole life.

Reading List

- | | |
|---------------------|--|
| Youmans, ed. | The culture demanded by modern life. 1898. |
| Dewey | The school and society. 1900. |
| Pearson | The chances of death. v.1. 1897. |
| Wells | Mankind in the making. 1903. |

Democratic Education: Education and Literature

FRIDAY, 31 MARCH 1911, 8 p. m.

CHARLES ZUEBLIN, Publicist,
Boston, Mass.

LITERATURE is a revelation of life. It is the revelation of the individual to whom comes the experiences he records, and a revelation of the race as it expresses itself through him. The man is the instrument in the same sense in which the people who believe in the divine inspiration of the sacred scriptures find the prophet an instrument. He expresses something more and better than himself. The medium by which we reach literature or it reaches us, is language. We must know the language and in proportion as it is rich, and our possession of it extensive, we shall have a better opportunity for knowing literature. We should begin with primitive literature, because that which has come down to us from the past is necessarily great. In addition to the primitive there is the element of the universal, which is characteristic of all great literature, and the men and women whose poetry endures through all time are those who are full of it.

Reading List

Muskin	The nature of Gothic.
Faine	History of English literature. 2v.
Peers	History of English romanticism in the eighteenth century. 1899.
Peers	History of English romanticism in the nineteenth century. 1901.
Brooks	Literature and life. (In his Essays and addresses, p. 454-481.)
Frederic	History of American literature. 1903.

Democratic Education: Education and Industry

SATURDAY, 1 APRIL 1911, 4 p. m.

CHARLES ZUEBLIN, Publicist,
Boston, Mass.

WE must plan life so that ultimately all people can be developed, and therefore the thing to do is to recognize that nearly every man is going to be a working man, and to glorify his occupation, and make it well rewarded, and worthy of social ambition for any man so that it will not be necessary to cultivate shrewdness and taking advantage of other people's weaknesses in order to get on in the world. The task of society is to give to the average man appropriate training. The most important thing is to give to the workman adaptability. Industrial processes change rapidly, we must therefore provide every working man and woman with something besides knowledge of this or that given trade or process; we must provide him with the skill of eye or finger which will reach out to the coming process, so that when it comes he will be ready for it. All working men, and everybody in any class of society, of any degree of intelligence, of any amount of taste, who becomes educated to his responsibility as a member of society for its larger efficiency may immediately cooperate against inefficiency in taking part in the movements most precious to him, and so aid in the process of industrial evolution towards some kind of democratic, efficient, moral obligation. The fundamental problem of education and industry is the education of the consumer and producer in intelligent cooperation.

Reading List

- Brooks** The social unrest. 1904.
- Hanus** Beginnings in industrial education. 1908.
- U. S. Department of labor.** Industrial education 1893.
- National consumers' league.** Reports.

Democratic Education: Education and Life

SATURDAY, 1 APRIL 1911, 8 p. m.

CHARLES ZUEBLIN, Publicist,
Boston, Mass.

EDUCATION and life means in the first instance, preserving, protecting, prolonging, enriching life. The subject might be considered under two aspects: Education for life and education by life. With our scientific knowledge of today we ought to see an improvement which is beyond what we see among favored people, in increased stature, in vigor, in mental endowments, because of their peculiarly favored circumstances. We do not know enough to perfect the human race, but we know how to begin. Our chief obligation in life is the care of children. It should be our chief occupation; it comes ahead of any spiritual satisfaction. Education by life comes from the great influences that surround us, which are of two kinds, rural or urban.

As we understand life, from the egg to the vegetable, animal, and human life, we are almost inevitably convinced of progress. There cannot be this life and growth without an impulse somewhere, and if we are not joined to the force in the world, it means that we have not deeply enough studied the meaning of life.

Reading List

Tufts and Dewey	Ethics. 1909.
Henderson	Education and the larger life. 1902.
Arnold	Culture and anarchy. 1903.
Patten	The new bases of civilization. 1907.
Addams	Democracy and social ethics. 1902.

Beauty in Common Things

The perception of beauty of form in nature and in
manufactured objects

TUESDAY, 11 APRIL 1911, 4 p. m.

HENRY TURNER BAILEY,

Director of Chautauqua School of Arts and Crafts
Editor of The School Arts Book.

"FROM highest to lowest, health of art has first depended on reference to industrial use. There is first the need of cup and platter, especially of cup; for you can put your meat on the Harpies', or on any other, tables; but you must have your cup to drink from. And to hold it conveniently, you must put a handle to it; and to fill it when it is empty you must have a large pitcher of some sort; and to carry the pitcher you must most advisably have two handles. Modify the forms of these needful possessions according to the various requirements of drinking largely and drinking delicately; of pouring easily out, or of keeping for years the perfume in; of storing in cellars, or bearing from fountains; of sacrificial libation, of Panathenaic treasure of oil, and sepulchral treasure of ashes,—and you have a resultant series of beautiful form and decoration, from the rude amphora of red earth up to Cellini's vases of gems and crystal, in which series, but especially in the more simple conditions of it, are developed the most beautiful lines and most perfect types of severe composition which have yet been attained by art."—*John Ruskin.*

Reading List

Batchelder	Design in theory and practice. 1910.
Ross	A theory of pure design. 1907.
Eddy	Delight; the soul of art. 1902.
Puffer	The psychology of beauty. 1905.
Hogarth	The analysis of beauty. 1909.
Priestman	Art and economy in home decoration. 1908.
Moody	Lectures and lessons on art. 1902.
Ruskin	Modern painters.
Ruskin	Laws of Fésole. 1878.
Ruskin	Proserpina. 1886.
Crane	Line and form. 1902.
Burrage and Bailey	School sanitation and decoration. 1899.
School arts book.	1905-1911.

Our Architectural Inheritance

The elements of use and beauty which have come down
to us from the seven great builders

TUESDAY, 11 APRIL 1911, 8 p. m.

HENRY TURNER BAILEY,

Director of Chautauqua School of Arts and Crafts

Editor of The School Arts Book.

“THE best architecture is but a glorified roof. Think of it.

The dome of the Vatican, the porches of Rheims or Chartres, the vaults and arches of their aisles, the canopy of the tomb, and the spire of the belfry, are all forms resulting from the mere requirement that a certain space shall be strongly covered from heat and rain. We must try to make everybody want one. That is to say, at some not very advanced period of life, men should desire to have a home, which they do not wish to quit any more, suited to their habits of life, and likely to be more and more suitable to them until their death. And men must desire to have these their dwelling-places built as strongly as possible, and furnished and decorated daintily, and set in pleasant places, in bright light, and good air, being able to choose for themselves that at least as well as swallows. And when the houses are grouped together in cities, men must have so much civic fellowship as to subject their architecture to a common law, and so much civic pride as to desire that the whole gathered group of human dwellings should be a lovely thing, not a frightful one, on the face of the earth.”—

John Ruskin.

Reading List

Fletcher	A history of architecture. 1905.
Wornum	Analysis of ornament. 1896.
Moore	Development and character of Gothic architecture. 1904.
Glazier	Manual of historic ornament. 1906.
Speltz	Styles in ornament. 1905.
Sturgis	How to judge architecture. 1903.
Day	Ornament and its application. 1904.
Goodyear	A history of art. 1896.

Edgar Allan Poe

FRIDAY, 14 APRIL 1911, 8 p. m.

BLISS PERRY, Litt. D.,

Professor of English Literature, Harvard University, Editor *Atlantic Monthly*, 1899-1909, American Lecturer in the French Universities, 1909-1910.

"POE'S power of clear, compressed narrative, his mastery of symbolism and sensuous imagery, his instinct for color and for all the cadences of English prose, gave his best writing an almost unrivalled felicity. Yet the chief marvel is that this solitary, embittered craftsman, out of such hopeless material as negations and abstractions, shadows and superstitions, out of disordered fancies, and dreams of physical horror and strange crime, should have wrought structures of imperishable beauty.

"That he performed this enduring magic, the secure fame of these stories, in his own country and abroad, leaves no reasonable doubt. Poe's work still stands, like some lightning-blasted tree, charred and blanched, lifting itself in slender, scornful strength, above the undergrowth. No bird rests there, save the hawk, restless-eyed; there is peace for no man in its shadow. But it is fine-grained to the very heart of it, and axe and fire may sweep the hillside again and again, yet it will not fall."—*Bliss Perry*.

Reading List

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|------------------|--|
| Poe | Works, ed. by Stedman and Woodberry. 10 v. 1901. |
| Woodberry | Life of Edgar Allan Poe. 2 v. 1909. |

A rereading of Poe's more familiar short stories is suggested by Prof. Perry in preparation for the above lecture.

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ROSENBERG LIBRARY

Free Lectures

The Orient

Past and Present

ARABIA

TURKEY

INDIA

EGYPT

BISMYA

NINEVEH and BABYLON

A course of six university extension lectures
(Illustrated with stereopticon views)

By EDGAR J. BANKS, Ph. D.

*Explorer, Orientalist, Lecturer for the Society of
University Extension of Philadelphia,
formerly American Consul
at Bagdad*

Thursdays 11 January to 15 February 1912

Library Lecture Hall, 8 p. m.

Galveston, Texas

18

ARABIA : *The Desert and the Bedouins*

Thursday 11 January 1912

The Arabian desert has at several times been the center of great civilizations, but now it is the least known portion of the world. Only its coast line has been explored while the greater part of its interior has never been seen by a European. The country is a desert because of the lack of irrigation, but in the interior are many oases which are fertile and populated. Its population is divided into tribes, at the head of each of which is a sheik. Some of the tribes are very large, others contain but a few hundred men. They live in black goats-hair tents, or mud huts, or reed huts, according to the part they inhabit. They obtain their living chiefly by raising camels, horses, sheep, donkeys, and dates. Agriculture is generally neglected. The chief city is Bagdad, a place of 100,000 people, but little of its ancient glory has survived. There are several cities in the desert, chief of which are Mecca, the birth-place of the Prophet Mohammed, and Medina, the place of his burial.

Reading List

Zwemer Arabia, the cradle of Islam. 1900.

Arabian Nights; tr. by E. W. Lane. 6v. 1901.

Hogarth Penetration of Arabia. 1904.

Gilman Saracens. 1902. (Story of the nations.)

Hilprecht, ed. Explorations in Bible lands during
the 19th century. 1903.

TURKEY: The Sultan and His People

Thursday 18 January 1912

The Turks are a branch of an ancient nation which existed and had a civilization nearly 2000 years ago in Central Asia. About a thousand years ago they appeared at Bagdad. Later they overran Asia Minor, made Brusa their capital, crossed to Europe, and took Constantinople in 1453. The city now contains about one million people, less than half of whom are Turks. The government is in two branches: (1) The Palace, including the Sultan and his Secretaries, (2) The Porte, including the Grand Vizier and the Ministers of the various departments. The Young Turk movement is now losing its grip. The army is strong and well trained, but the navy is worthless, and thus in a war with Italy the Turk is at a disadvantage. Agriculture, manufactures, and the trades do not flourish in Turkey. However, Constantinople, with its old churches, mosques, museums, and ruins attracts many tourists.

Reading List

- Poole** Turkey. 1903. (Story of the nations.)
- Davey** The Sultan and his subjects. 1897.
- Hutton** Constantinople. 1900. (Mediæval towns.)
- Harris** Ruined cities of Asia Minor. National geographic magazine 19: 741-760, 833-858. 20: 1-18 (Nov., Dec. 1908, Jan. 1909.)

INDIA, the Land of Temples

Thursday 25 January 1912

India, the great peninsula projecting south from Asia, is a country of every variety of climate and scenery, reaching from the mountains of perpetual snow to the equatorial heat. Its peoples, representing more than a hundred nations, are as diversified as the climate. Its history is very ancient. Calcutta, the capital, is a modern city, while Bombay, Jaipur, Agra, and the sacred city of Benares on the Ganges are very ancient. Though India is governed by a British ruler, many of the native princes still occupy their thrones and are partly independent. The religions of the country are many. The Hindoos outnumber all others. Connected with their temple services are the yogis, the magicians, and the nautch-girls. The Mohammedans are strongest in the north of India, while the Parsees are the most influential people of Bombay. The customs of the country are of exceedingly great interest to the traveler.

Reading List

- Poole** Mediæval India under Mohammedan rule,
 712-1764. 1903. (Story of the nations.)
- Del Mar** India of to-day. 1905.
- Frazer** British India. 1901. (Story of the nations.)

EGYPT: The Valley of the Nile

Thursday 1 February 1912

Egypt, or the valley of the Nile is about the size of Maryland, 750 miles long and with an average width of ten miles. It owes its fertility and even its existence to the river and its overflows. Its chief city is Cairo, a modern Europeanized town, and a favorite resort for winter tourists. The great Cairo museum, the University mosque, the ruins of the days of the Califs, and the near-by pyramids are the chief points of interest. The history of the country goes back to a remote antiquity, for a people known as Lybians lived there before the Egyptians came. The discovery of the Rosetta stone in 1799 which furnished the key to the hieroglyphic inscriptions on the monuments was the beginning of the archæological study. The grave of Menes, the first king, yielded the oldest Egyptian inscription, and the oldest of the sculptures were found in Sinai. The ruins of Thebes, the pyramids, the rock tombs and temples, the Assuan dam and the Suez canal are of interest to every traveler.

Reading List

- Breasted** History of Egypt from the earliest times to the Persian conquest. 1905.
- Colvin** Making of modern Egypt. 1906.
- Hilprecht, ed.** Explorations in Bible lands during the 19th century. 1903.
- Maspero** Dawn of civilization; Egypt and Chaldæa. 1901.
- Maspero** Life in ancient Egypt and Assyria. 1899.
- Maspero** Manual of Egyptian archæology and guide to the study of antiquities in Egypt. 1902.
- Maspero** Struggle of the nations; Egypt, Syria, and Assyria. 1900.

BISMYA, the Oldest City in the World

Thursday 8 February 1912

In 1903 the University of Chicago sent an expedition to the part of the Arabian Desert once called Babylonia to excavate the ruin mound of Bismya. The excavations, which were in charge of the lecturer, continued for the greater part of two years, and revealed the oldest known civilization. The Arabs of the surrounding tribes were employed to do the work at wages varying from twelve to twenty cents a day. The trenches revealed a city which flourished from a great antiquity, and which ceased to exist about 2400 B. C. Among the ruins of the temple was a marble statue, the oldest in the world, and the only perfect Babylonian statue known to exist; hundreds of inscribed and engraved stone vases, gold and copper objects, and an ancient crematory. Among the ruins of the houses were about 5,000 business documents of clay, the toys of the children, the household utensils, the drains and baths, giving us a distinct picture of the life of 6,000 years ago.

Bismya; or, The lost Adab, is the title of a book, now in press, by Dr. Banks. It is the only book that has been written on the subject. A number of magazine articles on Bismya by the same author have appeared.

NINEVEH and BABYLON:
Their Buried Palaces and Libraries

Thursday 15 February 1912

Scientific excavations were begun in Mesopotamia in 1842 by the French at Khorsabad, where the palace of King Sargon of 722-705 B. C. was found. In 1845 Layard excavated Nineveh, discovering the palaces of Senacherib and Assurbanipal, with the national library of Assyria. At Nimrud were found the palaces of three biblical kings. The palace walls were lined with sculptures. In Babylonia, de Sarzec at Tello found wonderful art treasures now in the Louvre. At Nippur the Americans discovered about 70,000 inscribed objects. The most recent of the Babylonian excavations are at Babylon, where the Germans have discovered Nebuchadnezzar's palace and many objects of great interest. Of the inscriptions found in Mesopotamia, the Babylonian stories of the creation of the world and of the flood, the hymns and proverbs, the state records and business documents are the more important.

Reading List

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|-------------------|---|
| Peters | Nippur; or, Explorations and adventures on the Euphrates. 2v. 1899. |
| Hilprecht, | <i>ed.</i> Explorations in Bible lands during the 19th century. 1903. |
| Layard | Nineveh and Babylon. 1867. |
| Layard | Nineveh and its remains. 1849. |
| Goodspeed | History of the Babylonians and Assyrians. 1904. |
| Sayce | Babylonians and Assyrians. 1900. |
| Hammurabi | Code of Hammurabi, king of Babylon about 2250 B. C.; tr. by R. F. Harper. 1904. |

Reading in Preparation for Lectures

The library authorities make special effort to promote the educational value of the Rosenberg Library Free Lectures. They endeavor to arrange for them well in advance in order that there may be time to secure any additional books that may be needed to represent the subjects and to print, if practicable, good select reading lists in connection with carefully prepared lecture announcements. Experience shows that reading beforehand prepares the listener for a fuller appreciation and enjoyment of a good instructive lecture. The brief reading lists presented in the lecture announcements are designed to aid in such preparation. They suggest a part only of the library material for reading and study, which is sometimes used with even greater interest and profit after the lecture. All members of the library staff are glad to make available further material and to assist inquirers in every possible way. Serious reading and study is encouraged through the personal helpfulness of the specially trained and experienced head of the Reference Department.

Lecture Department

The work of the Lecture Department of Rosenberg Library is believed to be a very important part of its educational activities. During the 7 years of this work about 130 lectures have been given with a total attendance of about 60,000, an average attendance of about 450 for each lecture. The lectures are generally given in the evening at 8 o'clock. They are often illustrated with stereopticon pictures. Several lectures have been especially for children and have been given during the day time. The library lecture hall seats about 700 people.

Univ. of Illinois,
Library School,
Urbana,
82 B2

ROSENBERG LIBRARY

Free Lectures

Announcement

TUESDAY 23 JANUARY 1912

City Planning

By DR. CLINTON ROGERS WOODRUFF

Secretary National Municipal League

TUESDAY 27 FEBRUARY 1912

A Merry Ramble in Ireland

(Illustrated with stereopticon views)

By SEUMAS MacMANUS

WEDNESDAY 28 FEBRUARY 1912

An Irish Story-Telling

By SEUMAS MacMANUS

*Library Lecture Hall, 8 p. m.
Galveston, Texas*

19

City Planning

TUESDAY 23 JANUARY 1912

DR. CLINTON ROGERS WOODRUFF

Secretary National Municipal League
First Vice-President American Civic Association

Clinton Rogers Woodruff stands foremost in this country in the work for municipal reform and betterment. He is one of the leading lawyers of Pennsylvania. The National Municipal League of which he has been secretary since its organization was formed in 1894. "Its annual congresses are among the most important congresses of experts as to civic reform in the United States, and the reports of these congresses are the most valuable statements upon these subjects." Mr. Woodruff is the author of a recent important book entitled "City Government by Commission."

"The art of laying-out either the nucleus of a new city or the extension of an existing one to the best advantage of its population, as regards economy, beauty and health, both now and in time to come, is, for want of a better term, called Town Planning."

Reading List

- Marsh** Introduction to city planning.
- Unwin** Town planning in practice. 1909.
- Triggs** Town planning, past, present, and possible. 1909.
- National conference on city planning.** Proceedings, 1909-1911. v. 1-3.
- Olmsted** City planning. 1910.

A Merry Ramble in Ireland

(Illustrated with colored stereopticon views)

TUESDAY 27 FEBRUARY 1912

An Irish Story-Telling

WEDNESDAY 28 FEBRUARY 1912

Two lectures by

SEUMAS MacMANUS

Schoolmaster, author, lecturer, story-teller

"Seumas MacManus was born at Mountcharles, Donegal, Dec. 31, 1868. He worked on his father's farm while getting his education, and at eighteen became master where he had been scholar. Meanwhile he listened eagerly to the old stories of the peasants and stored them in his memory. He began contributing very early to various Dublin newspapers and to the local papers. His first book was published in 1893. Since then his books have followed each other in rapid succession, and are increasingly popular in this country. His special forte lies in his humorous descriptions of peasant life."

Reading List

MacManus	Donegal fairy stories. 1902.
MacManus	In chimney corners; merry tales of Irish folk lore. 1899.
MacManus	Lad of the O'Friels. 1903.
MacManus	Red poocher. 1903.
Gwynn	Fair hills of Ireland. 1906.
Gwynn	Highways and byways in Donegal and Antrim. 1903.
Gwynn	A holiday in Connemara. 1909.
Johnson	Isle of the shamrock. 1901.
Yeats	Celtic twilight. 1902.
Yeats	Poetical works. 2v. 1906.

"I believe that the main object of literary culture at the present time ought to be to counteract the dominant tendencies flowing from the money-getting pursuits of the age, and so, without lessening the energy and attention at present devoted to those pursuits, to check the evil consequences apt to result from them, by the cultivation of tastes and habits of thought of an opposite, or rather, perhaps I should say, of a wholly different kind. As the ardent longing after money inclines a man to be self-seeking to an excessive extent, he should, if he would preserve a proper mental balance, devote as much time as he can spare, after the performance of his money-getting labours, to the investigation of subjects which may teach him the worth of money, and the fact that there are gifts which mere wealth can never purchase, nor mere opulence ever enjoy; that his interests as a human being are not confined to the narrow circle of his own business, but are co-extensive with those of the race to which he belongs; and that such interests are only promoted by a careful adherence to generous principles and the purest rectitude."

John Morley.

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C. H. (State School)
Orlando

ROSENBERG LIBRARY

Free Lectures

ANNOUNCEMENT



HENRY ROSENBERG
FOUNDER OF ROSENBERG LIBRARY

MARCH 1912
LIBRARY LECTURE HALL
Galveston, Texas

20

The New Art Movement, and the Education of Society Through the Diffusion of the Beautiful

Friday, 8 March 1912, 4 p. m.

NEWELL DWIGHT HILLIS, D. D.

Pastor of Plymouth Church, Brooklyn

Dr. Hillis succeeded to the pastorate of the church made famous by Henry Ward Beecher, upon the resignation of Lyman Abbott. His books and his sermons have reached a large number of people, who find in his words uplift and inspiration.

Reading List

Noyes	The enjoyment of art. 1903.
Noyes	The gate of appreciation. 1907.
Eddy	Delight, the soul of art. 1902.
Puffer	The psychology of beauty. 1905.
Waldstein	Work of John Ruskin. 1893.
Benson	Ruskin; a study in personality. 1911.

THE NEW GERMANY

Friday, 8 March 1912, 8 p. m.

NEWELL DWIGHT HILLIS, D. D.

Reading List

Barker	Modern Germany. 1909.
Howard	Cause and extent of the recent industrial progress of Germany. 1907.
Dawson	The German workman; a study in national efficiency. 1906.
Munsterberg	The Germany of to-day. North American review, Feb. 1912, p. 182-200.
Francke	German ideals of to-day, and other essays on German culture. 1907.
Berry	Germany of the Germans. 1911.
Schauffler	Romantic Germany. 1909.

The School Playground and the Curriculum of Play as Seen in Germany, England, and America

(Illustrated with stereopticon)

Thursday, 14 March 1912, 8 p. m.

HENRY S. CURTIS, Ph. D.

Dr. Curtis is a leading authority on the pedagogy of play and the playground movement. He was at one time General Director of Playgrounds in New York City. He was for four years Supervisor of the Playgrounds of the District of Columbia. In 1902, an article of his in Harper's Magazine led Mrs. Humphry Ward to start the recreation centers of London. In 1906, with the help of Dr. Gulick, he organized the Playground Association of America of which he became secretary. He was the former Secretary of the Child Welfare Conference. Dr. Curtis has lectured at Harvard and Columbia Universities, the School of Civics in Chicago, and the School of Philanthropy in New York.

Reading List

Curtis The play movement in Germany. Chautauquan Jan. 1905, p. 445-452.

Playground and Recreation Association of America. Proceedings of the annual playground congress, and year book, 1907-1909. v. 1-3.

The Playground; published monthly by the Playground Association of America.

The Cause and Control of Our Emotions

Thursday, 21 March 1912, 8 p. m.

A. CASWELL ELLIS, Ph. D.

Professor of the Philosophy of Education,
University of Texas, Austin

The tremendous influence of our emotions upon our thoughts and actions creates the necessity for their control.

The view of the average man is that our ideas cause our emotions. What are the facts that show this to be untrue?

Professor James' view is that our emotions are due to bodily changes, that "we are sad because we cry" and "scared because we run," and not the reverse. What facts seem to prove this and in how far is it true?

Herbart holds that no one idea can produce an emotion, but that emotions are due to the relation which exist between several groups of ideas that are in the mind together. What truth is there in this?

Dewey holds that our emotions are caused by the conflict in instinctive bodily responses aroused by any situation. To what extent is this true?

What is the true view as to the cause of our emotions? How may we apply this in controlling our own emotions and those of others with whom we have to deal?

Reading List

James Principles of psychology. v. 2, chap. 25.
Angell Psychology. Chapter on the Emotions.
Herbart Science of education; tr. by H. M. and E. Felkin. 1902.

FLORENCE, the Art City of Tuscany

(Illustrated with stereopticon)

Saturday, 23 March 1912, 8 p. m.

MRS. J. B. SHERWOOD, Chicago

Former Chairman Art Committee of
General Federation of Women's Clubs

"Florence is a corridor, through which the beauty and finery of the world have passed. That new Spring which Botticelli painted, and which was the Renaissance, flowered into the Florentine lilies with more of its ardour, and a more 'hard and determinate outline,' than in any other Italian soil. Giotto's Campanile, itself a lily, is the seal and signature of what in Florence is straight, slender, full of formal grace. Florentine art has always been an art of form, of delicate but precise outline, and the shape of the city, of its bridges and palaces, is of a severe elegance, and it lies, glittering like silver and with all the daintiness of silver-work, in the hollow of the Apennines. Looking down on it from San Miniato, Brunelleschi's dome and the dragon-neck of the Palazzo Vecchio and the flowerlike Campanile stand out like great jewels from the casket, and the Arno clasps it like a jewelled band. It is garlanded with gardens, encircled with hills, but it is the river that completes its beauty.

"In Florence there is nothing of the majesty of Rome nor of the sea-magic of Venice. Rome is made out of the eternal hills, on which the ends of the world have come, age by age; it is the city made glorious by Michelangelo and Michelangelo typifies its glories. Venice is born out of the marriage of land and sea, and it was Titian who took up the Doge's ring out of the water, and perpetuated the new ecstasy of colour. But Florence, marvellously built, every stone set decorously on stone, a conscious work of craftsmen upon material naturally adaptable, is represented rather by sculpture than by painting, and, in painting, by precise and sensitive design, an almost sculptured outline. Florence, the city of all the arts, the corridor through which all the arts have passed and in which they still linger, is the city made to be a shrine for Donatello."

—Arthur Symons, in his *Cities of Italy*.

Reading List

Gardner	Story of Florence, 1903. (Mediæval towns.)
Oliphant	Makers of Florence. 1903.
Symons	Florence. In <i>his Cities of Italy</i> . 1907.
McCurdy	Roses of Paestum. 1900.
Browning	Florence in the poetry of the Brownings; ed. by A. B. McMahan. 1907.

A beautiful edition of George Eliot's *Romola*, historically illustrated, and edited by Dr. Biagi, Librarian of the Laurentian Library, Florence, is interesting in connection with this lecture. An examination of the volumes of *Masters in Art* will repay those who wish to learn more about the Florentine artists. The library contains an abundance of material on the history and art of Florence and on the lives of her makers,—Dante, Giotto, Savonarola, and the others.

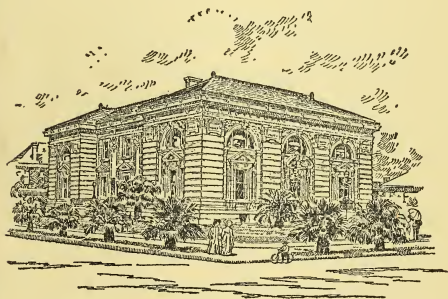
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Rosenberg Library

FREE LECTURES

The Library will inaugurate its Ninth Lecture Season with a series of four lectures by university professors as announced herein.



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Saturdays, January 4 to 25, 1913

LIBRARY LECTURE HALL

8 P. M.

GALVESTON, TEXAS

Lecture Department of Rosenberg Library

The notable library bequest of Henry Rosenberg contemplated the establishment of an institution in Galveston on a broad popular educational basis with all its privileges free to all the people, with the purpose to "aid their intellectual and moral development." The original plan of library organization recognized the great benefit of instructive popular lectures "upon practical, literary, and scientific subjects," and a Lecture Department was established. Since the beginning in 1905, this side of the work of the Rosenberg Library has gradually developed into a very important part of the library service.

As in all other library activities the principal aim of the Lecture Department is an educational one. It is believed that instructive popular lectures by able lecturers, well equipped in their particular subjects, may be made so well worth while in matter and so acceptable in manner of presentation that they will command the attention of large general audiences of intelligent and studious people. The efforts of the library have been successful in awakening active interest and a large attendance.

During the eight years of the work of the Lecture Department about 150 popular instructive lectures have been given with a total attendance of nearly 70,000. This is an average of about 450 at each lecture, a much larger attendance than was anticipated when our work began. The lectures are given in the library lecture hall, seating about 700 people, generally in the evening at eight o'clock. A considerable number of lectures designed especially for children have been given during the daytime. The library lectures are often illustrated with stereopticon, blackboard, scientific experiments, or otherwise.

Reading in Preparation for Lectures

"To my mind the proper function of a lecture is not to give the student all the information he is supposed to require on the subject of the lecture, but to arouse his enthusiasm so that he will be eager to get that information for himself."—*Sir J. J. Thomson, in an address to the Association of Public School Masters, London.*



A lecture is always more interesting and instructive to an audience if there has been some intelligent preparation in the way of reading and study. Interest having been aroused and the mind made receptive, the lecturer can lead the audience farther than he could were his listeners quite unprepared for the subject. For this reason the library recommends thoughtful attention to the books of the reading list which accompanies each lecture announcement. For those, also, who, stimulated by the lecture, wish to pursue the subject further, these lists may prove suggestive. Without regard to the lectures, they may also be helpful to those in quest of brief select reading lists on profitable subjects.

The books mentioned represent only a part of the library's material on each subject. The assistants at the loan desk are always glad to give any possible aid to the inquirer. Serious reading and study is encouraged through the personal helpfulness of the specially trained and experienced head of the Reference Department.

The Prevention of Typhoid Fever

Illustrated with stereopticon

Saturday, 4 January 1913

WILLIAM S. CARTER, M. D.

Professor of Physiology and Hygiene,
Dean of the Department of Medicine,
University of Texas, Galveston

AS typhoid fever is preventable, Sedgwick calls it "a disease of defective civilization." It is much more prevalent in the United States than in European cities, on account of more effectual measures to safeguard the public health in the latter.

The selection of pure water for drinking purposes, the protection of public water-supplies, and the purification of water liable to pollution are all important preventive measures to protect the public health. But typhoid fever is not exclusively a water-borne disease. The proper disposal of sewage and of garbage are also important considerations in modern sanitation.

The conveyance of typhoid fever germs by flies is now recognized as an important factor in the spread of the disease. The protection of food supplies and effectual means of guarding against flies have become important precautions in the prevention of this disease. The failure to recognize mild cases and "typhoid carriers" has been responsible for the occurrence of typhoid fever in communities where well-known preventive measures have been carried out to protect the public health.

Personal immunity may be secured by each individual through the protective inoculation or vaccination against typhoid fever. The procedure is simple, free from danger and causes little or no inconvenience. The advantage of this immunization is enormous as it protects against the ordinary modes of infection both at home and in traveling.

The extensive use of protective inoculation in armies has demonstrated its safety and efficiency. Typhoid fever has practically been eradicated from armies and the favorable results commend this protective vaccination for more general use in civil life.

Its value has also been established beyond all doubt in protecting nurses, physicians, and hospital attendants who are unusually exposed to infection.

Reading List

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|---------------------------|---|
| Harrington | Manual of practical hygiene. 1902. |
| Abbott | Hygiene of transmissible diseases. 1901. |
| Howard | The house fly, disease carrier. 1911. |
| Egbert | Manual of hygiene and sanitation. 1907. |
| Sedgwick | Principles of sanitary science and the public health 1903. |
| Hough and Sedgwick | The human mechanism. 1901. |
| Mayo | Our new attitude toward disease. (Outlook 101 631-636, 20 July 1912.) |
| Mayo | The problem of national health. (Outlook 102 764-772, 7 Dec. 1912.) |

Athens, the Soul of Greece

Illustrated with stereopticon

Saturday, 11 January 1913

WILLIAM JAMES BATTLE, Ph. D.

Professor of Greek, Dean of the Faculty,
University of Texas, Austin

THE oldest Athens was a village on the Acropolis. This village grew and others united with it. Government was by chiefs, "kings," of whom the most famous in legend is Theseus. On the death of Codrus, last of the kings, power fell to the leading families (oligarchy). The struggle of rich and poor brought forward Solon, a great man, as reformer and peacemaker. The growth of democracy was checked by the usurpation of power by the Pisistratides, who strove to magnify their rule by great building operations and patronage of art and literature. The fall of the tyrants was followed closely by the struggle with Persia, Athens' heroic age, and Athens emerged the leading state in Greece. Greek civilization triumphed and then succeeded the most extraordinary outburst of intellectual and artistic vigor in the world's history, with Athens the center of it all. Pericles dead, Athens lost her head and her power was broken by the Peloponnesians. But her intellectual vigor was hardly abated. She lost her political life but her spiritual life conquered the world and her tongue became the accepted speech of educated Greeks everywhere. By her successive masters in Macedonia and Rome and Constantinople she was revered as the primal source of most that was beautiful and noble in their culture. Surviving the unsympathetic rule of the western Franks and the oppression of the Turks, Athens reappears in the 19th century as the prosperous capital of a new Greece, the center of a new and vigorous intellectual life.

Reading List

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|---------------------------|--|
| Gardner | Ancient Athens. 1902. |
| Butler | Story of Athens. 1902. |
| D'Ooge | Acropolis of Athens. 1908. |
| Mahaffy | Rambles and studies in Greece. 1892. |
| Horton | Modern Athens. 1901. |
| Murray, publisher. | Handbook for travellers in Greece. 1900. |

The School as a Civic and Social Center

Illustrated with stereopticon

Saturday, 18 January 1913

A. CASWELL ELLIS, Ph. D.

Professor of the Philosophy of Education,
Director of the Department of Extension,
University of Texas, Austin

WHAT does the modern movement for the use of the school as a civic and social center mean in the development of American civilization? Why should the school form the community civic and recreational center for adults, as well as educational center for children? How will these two uses of the school affect each other?

How did this "Social Center" movement start in America and what types of activities have been carried on? What might be profitably carried out in Texas?

The lecture will be illustrated by fifty slides showing the types of work and recreation carried on in different states, including Texas.

Reading List

- Dewey** The school as a social center. (Elementary school teacher 3:73-86, Oct. 1902.)
- Eliot** The full utilization of a public school plant. (National education association. Proceedings, 1903:241-247.)
- Perry** Wider use of the school plant. 1910.
- Curtis** Neighborhood center. (American city 7:14-17, July 1912.)
- Mayer** Our public schools as social centers. (American review of reviews, 44:201-208, Aug. 1911.)

The Social center, Nov. 1912.

National society for the scientific study of education. Tenth yearbook. 1911. Pt. 1. The city school as a community center. Pt. 2. The rural school as a community center.

The Songs of the Cowboy

Saturday, 25 January 1913

JOHN AVERY LOMAX, M. A.

Secretary of the Faculties, Assistant Director of the Department
of Extension, University of Texas, Austin

Sheldon Fellow for the Investigation of American Ballads,
Harvard University

THE LECTURE is an attempt to reconstruct, through the medium of the songs he made and sang about his life and work, the life of the cowboy in the earlier seventies. Some similarities of the cowboy songs and the true ballad are pointed out.

"Out in the wild, far-away places of the big and still unpeopled west,—in the cañons along the Rocky Mountains, among the mining camps of Nevada and Montana, and on the remote cattle ranches of Texas, New Mexico, and Arizona,—yet survives the Anglo-Saxon ballad spirit that was active in secluded districts in England and Scotland even after the coming of Tennyson and Browning. This spirit is manifested both in the preservation of the English ballad and in the creation of local songs. Illiterate people, and people cut off from newspapers and books, isolated and lonely,—thrown back on primal resources for entertainment and for the expression of emotion,—utter themselves through somewhat the same character of songs as did their forefathers of perhaps a thousand years ago. In some such way have been made and preserved the cowboy songs and other frontier ballads. The songs represent the operation of instinct and tradition. They are chiefly interesting to the present generation, however, because of the light they throw on the conditions of pioneer life, and more particularly because of the information they contain concerning that unique and romantic figure in modern civilization, the American cowboy."—*From Cowboy songs, collected by John A. Lomax.*

Reading List

- Lomax, comp. Cowboy songs and other frontier ballads. 1910.
- Lomax Cowboy songs of the Mexican border. (Sewanee review 19:1-18, Jan. 1911.)
- Child, ed. English and Scottish popular ballads; ed. from the collection of Francis James Child, by H. C. Sargent and G. L. Kittredge. 1904.

(A cowboy song illustrative of Prof. Lomax's lecture follows on next page.)

Night-herding Song

(A cowboy song illustrative of the Lecture of
Prof. John A. Lomax.)

Oh, slow up, *dogies, quit your rovin' aroun
You have wandered and tramped all over the ground;
Oh, graze along, dogies, and feed kinder slow,
And don't forever be on the go ;
Oh, move slow, dogies, move slow.

Hi-oo, hi-oo, oo-oo.

I have circle-herded, trail-herded, lead-herded, and cross-herded, too,
But to keep you together, that's what I can't do ;
My horse is leg weary and I'm awful tired,
But if I let you get away I'm sure to get fired,—
Bunch up, little dogies, bunch up.

Chorus.

Oh say, little dogies, when're you goin' to lay down
And quit this forever a-siftin' around ?
My legs are weary and awful sore,
Oh, lay down, dogies, like you've laid down before.
Lay down, little dogies, lay down.

Chorus.

Oh, lay still, dogies, since you've laid down
Stretch away out on the big open ground ;
Snore loud, little dogies, and drown the wild sound
That will all go away when the day rolls around,—
Lay still, little dogies, lay still.

Chorus.

* A dogy is a motherless range-calf.

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Rosenberg Library

FREE LECTURES

ANNOUNCEMENT

January 28 to February 11, 1913

LIBRARY LECTURE HALL

8 P. M.

GALVESTON, TEXAS

Palestine, Old and New

Illustrated with stereopticon

Tuesday, 28 January 1913

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist,
formerly American Consul at Bagdad

TO the traveler in Palestine there are several phases of the country which are always of interest. If he is a student of religious history, he is interested in the places and scenes made sacred through the Hebrew writings. If an archæologist, he is interested in the excavations among the ruins of the cities which come from almost every period of history, from the Phœnicians, Hebrews, Greeks, Romans, and Arabs. If he is traveling merely for pleasure, he is interested in the peculiar inhabitants with their primitive customs and occupations. No land presents so great a variety of interests in so small a territory as does Palestine.

Reading List

- | | |
|-------------------|--|
| Huntington | Palestine and its transformation. 1911. |
| Van Dyke | Out-of-doors in the Holy Land. 1908. |
| Duncan | Going down from Jerusalem. 1909. |
| Rendall | Sinai in spring; or, The best desert in the world. 1911. |
| Hichens | The Holy Land; illustrated by Jules Guérin. 1910. |
| Thomson | The Land and the Book. 3v. 1880-86. |
| Kent | Biblical geography and history. 1911. |
| MacCoun | The Holy Land in geography and in history. 2v. 1897. |
| Smith | Historical geography of the Holy Land. 1902. |
| Masterman | Studies in Galilee. 1909. |
| Watson | Story of Jerusalem. 1912. (Mediaeval towns.) |
| Hutton | Literary landmarks of Jerusalem. 1895. |

Turkey and the Turks

(Supplementing Dr. Banks' archaeological lecture of last year, and treating of present day conditions)

Illustrated with stereopticon

Tuesday, 4 February 1913

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist,
formerly American Consul at Bagdad

AT the present time the Turks seem to be nearer to the point of being driven from Europe than at any other time in their history. The reforms in Turkey during recent years have been on a large scale, but they have not been lasting. Conditions in Turkey were never so bad as at the present time, nor has life there ever been less secure. During the recent reforms thousands of miles of new roads and hundreds of bridges were begun, but not completed. This is due to the return of the old corruption. The country has become exceedingly poor through overtaxation. The army, since Jews and Christians have been compelled to serve in it, is demoralized, and the country Turks have little interest in the wars or faith in the government. If now Turkey is not driven from Europe by the allies of the Balkan states, it will probably not be long before the present troubles will be renewed.

Reading List

- | | |
|-------------------|---|
| Woods | Danger zone of Europe 1911. |
| Curtis | Around the Black Sea. 1911. |
| Bell | Amurath to Amurath. 1911. |
| Lane-Poole | Turkey. 1888. (Story of the nations.) |
| Knight | Awakening of Turkey. 1909. |
| Garnett | Turkish people. 1909. |
| Miller | The Balkans. 1896. (Story of the nations.) |
| Hutton | Constantinople. 1900. (Mediaeval towns.) |
| Sloane | Turkey in Europe. (Political science quarterly 23: 297-319, June 1908. 26: 676-96, Dec. 1911. 27: 488-510, Sept. 1912.) |
| Powell | Balkan union against Turkey. (American review of reviews 46: 554-64, Nov. 1912.) |
| Freeman | Balkan war. (American review of reviews 46: 564-70, Nov. 1912.) |
| Brooks | Tsar Ferdinand the crafty. (Harper's weekly 56: 9, 7 Dec. 1912.) |

See excellent articles on Turkey and the Balkan States in National geographic magazine, Nov. 1912.

See also articles in the Outlook beginning 21 Dec. 1912, on the trouble in the Balkans, by Albert Edwards.

The How and Why of an Artistic Home

(The subject is presented with illustrative material such as fabrics, floor and wall coverings, etc.)

Saturday, 8 February 1913

FRANK ALVAH PARSONS

President New York School of Fine and Applied Art

ART defined as a quality instead of as a material. Different qualities for harmony. Materials expressing the art quality must be harmonious in use and effect. Harmony in color explained and defined. Harmony in form explained. The principles of arrangement active in securing unity. The application of the principles of color and form to the choice, arrangement and treatment of wood work, wall covers, rugs, carpets, ceilings, furniture, window hangings and ornament.

"Have nothing in your houses that you do not know to be useful, or believe to be beautiful."—*William Morris*.

"Plain materials and surfaces are infinitely preferable to inorganic and inappropriate ornament; yet there is not the simplest article of common use made by the hand of man that is not capable of receiving some touch of art—whether it lies in the planning and proportions, or in the final decorative adornment; whether in the work of the smith, the carpenter, the carver, the weaver, or the potter, and the other indispensable crafts."—*Walter Crane*.

Reading List

- Wheeler** Principles of home decoration. 1903.
Wheeler, ed. Household art. 1893. (Distaff series.)
Wharton and Codman Decoration of houses. 1897.
Priestman Art and economy in home decoration. 1908.
Priestman Home decoration. 1909.
Priestman Handicrafts in the home. 1910.
Daniels Furnishing of a modest home. 1908.
French Homes and their decoration. 1903.
Laughlin, ed. Complete home. 1906.
Candee Decorative styles and periods in the home. 1906.
Arts and crafts exhibition society, London. Arts and crafts essays. 1903.
Davison, ed. Arts connected with building. 1909.
Lewis Practical book of oriental rugs. 1911.
Weed The flower beautiful. 1903.

The library has excellent periodical material on the subject, and books on old furniture, old silver and pewter, china, needlework, pictures, etc.

"Who creates a Home, creates a potent spirit which in turn doth fashion him that fashioned."

Wanderings in Greece

Illustrated with stereopticon

Tuesday, 11 February 1913

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist,
formerly American Consul at Bagdad

GREECE is always a land of interest. Though the traveler may care little for archæology, his interest is aroused when he sees the oldest of Greek structures and tombs at Mycenæ and Argos; the characters of the Iliad seem to have been real. He lingers long at Corinth, and climbs the lofty acropolis to enjoy the wonderful view. He studies with delight the temples and theaters of Olympia, the home of the Olympic games, and at Athens, abounding with the most perfect and beautiful of ancient ruins, he would stay on indefinitely. Modern Greece is scarcely less interesting than ancient Greece. Again Athens has become one of the beautiful cities of the world. The modern Greeks have made wonderful strides in civilization during the past century, and their bravery and loyalty during the present war shows that some of their ancient vigor is returning.

Reading List

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|--|---|
| Sergeant | Greece in the nineteenth century. 1897. |
| Rose | Christian Greece and living Greek. 1898. |
| Mahaffy | Rambles and studies in Greece. 1892. |
| Gulick | Life of the ancient Greeks. 1902. |
| Freeman | Studies of travel: Greece. 1893. |
| Jebb | Modern Greece. 1901. |
| Gardner | Ancient Athens. 1901. |
| Horton | Modern Athens. 1901. |
| Richardson | Vacation days in Greece. 1903. |
| Murray, publisher. | Handbook for travellers in Greece. 1900. |
| Wonderful Cretan, M. Venizelos, | sees Greece again great.
(Christian science monitor, 1 Jan. 1913, p. 1.) |

See articles on the Balkan War as suggested in
Reading List on Turkey.

Stereoscopic Tours

THE LIBRARY has about 450 stereographs with accompanying stereoscopes and books of description. These are made up by the publishers into sets called Stereoscopic Tours. The equipment for each Tour comprises a number of stereographs, one or more stereoscopes, a guide-book descriptive of the tour by some well known authority, who acts as conductor, and key maps and plans by which each scene may be definitely located.

By this plan one may sit comfortably in his armchair, and without the discomforts and inconveniences of travel, and without the money, a lack of which makes travel impossible to most people, may visit the ends of of the earth. The plan affords "unlimited stop-overs" and great liberty in the choice of itinerary.

The stereograph principle gives unusual reality to the scenes for a stereograph consists of two slightly dissimilar photographs, made with a two-lens camera giving two points of view. The adjustment is such that when the photograph is seen through a pair of prisms, the objects stand out in relief and appear as they would through a window.

The library has the following Tours, which are for use in the building:

Breasted	Egypt; a journey through the land of the Pharaohs. 1905. With maps and plans and 100 stereographs.
Hurlbut	Traveling in the Holy Land. 1905. With maps and plans and 100 stereographs.
Forbush	Travel lessons on the Old Testament. 1904. With maps and 51 stereographs.
Forbush	Travel lessons on the life of Jesus. 1908. With maps and 36 stereographs.
Richardson	Greece. 1907. With maps and plans and 100 stereographs.
Ellison	Italy; journeys in and about Italian cities. With maps and plans and 100 stereographs.

Free Lectures

THE notable interest and large attendance at the free lectures conducted by the Rosenberg Library during the last eight years has been very encouraging to the library management. It is encouraging that so many of our people have come to expect a good standard of merit in the library lectures and take pains to read on the lecture subjects both before and after the lectures in order to profit more by what they hear from the lecture platform. And it is also encouraging that so many people are expecting of our lecturers that they shall first of all have something to say that is worth while and in addition that they shall know how to say it in an interesting and a reasonably acceptable manner. During the last few years large interest has grown up in all parts of the country in the various phases of "adult education." One of the most important phases of adult education is shown in such work as that of our library lecture department.

At the beginning of this work it was hoped that we could enlist in our service as lecturers strong and able men of university standing and others of equal learning and power. It was the intention of the library authorities to invite to our lecture platform eminent men of high qualifications in the various departments of life whose study and experience have brought to them authoritative information and the power to inspire. It was at once recognized, however, that, as we are at a distance from the centers of education and learning and industrial activity, it would be no easy task to secure the high quality of public service that we desire. It is especially difficult in those cases where it is necessary first to form a lecture circuit of five or six cities in order to induce a desired lecturer to come to Texas at all. Yet in spite of the difficulties it has been found possible, as we hoped, to secure the services from time to time of able and distinguished lecturers.

We are now entering upon the ninth lecture season with the usual good prospects that the Rosenberg Library Lectureship will continue to be of high value. As in the past we expect to continue to purchase promptly such books as are needed in connection with each lecture; and we shall continue to encourage reading and study on the lecture subjects through our printed lecture announcements. Our fine reference library and the personal help of the educated and experienced head of the reference department are available to all serious inquirers.

Rosenberg Library

BY the will of Henry Rosenberg, merchant and banker of Galveston, who died in 1893, the residue of his estate was bequeathed to his executors in trust for the foundation and endowment of a free public library under such conditions as to be "most conducive to the improvement, instruction, and elevation of the citizens of Galveston." It is the purpose of the library trustees to build an institution worthy to be considered an important center for the intellectual life and the higher interests of the community.

The Rosenberg Library is both a lending library (22,000 volumes) and a reference library (24,000 volumes). It aims to be in its own field an educational institution serving the needs of all classes of people. There are the several usual library departments (lending, children's, periodical, and reference) with their many activities, such as are to be found in the well-managed and progressive library of today. There is also a lecture department which furnishes a dozen or more free lectures of a high order each year.

Institution chartered by State of Texas and organized with 20 trustees	-	1900
Building dedicated and library opened		1904
Value of library building and present contents, including the site	- -	\$240,000
Number of volumes of books	- -	47,000
Number of registered borrowers	- -	12,800
Books loaned for home use, 9 years	-	600,000
Attendance at 150 lectures, 8 years	-	70,000

Library open 12 hours a day
All the library privileges are free

Rosenberg Library

FREE LECTURES

SYLLABUS

OF

A Course of Six Lectures

ON

THE DRAMA OF TO-DAY:

Some of the Leaders in the New Movement

Lectures and Reading List

- I.—Ibsen's *Brand*, *Peer Gynt*, *The Doll's House*,
An Enemy of the People.
- II.—Rostand's *Cyrano de Bergerac*, *L'Aiglon*, *Chantecler*.
- III.—Maeterlinck's *Pelléas and Mélisande*, *Monna Vanna*, *The Blue Bird*
- IV.—Shaw's *Arms and the Man*, *You Never Can Tell*,
The Devil's Disciple, etc.
- V.—Galsworthy's *Strife*, *The Silver Box*, *Justice*, etc.
- VI.—Barrie's *The Admirable Crichton*, *Peter Pan*,
What Every Woman Knows.

By J. G. CARTER TROOP, A. M.

Late Professor of English Literature, the University
of Chicago

Mondays, February 17 to March 24, 1913

LIBRARY LECTURE HALL

8 P. M.

GALVESTON, TEXAS

Reading List

- | | |
|-----------------|---|
| Hale | Dramatists of to-day. 1911. |
| Huneker | Iconoclasts. 1905. |
| Archer | Play-making. 1912. |
| Price | Technique of the drama. 1892. |
| Price | Analysis of play construction and dramatic principle. 1908. |
| Matthews | Study of the drama. 1910. |

IBSEN:

- | | |
|------------------|--|
| Roberts | Henrik Ibsen. 1912. |
| Heller | Henrik Ibsen. 1912. |
| Gosse | Henrik Ibsen. 1908. |
| Gosse | Northern studies, 1890. |
| Wicksteed | Four lectures on Ibsen. 1892. |
| Ibsen | Letters: tr. by Laurvik and Morison. 1905. |
| Ibsen | Speeches and new letters; tr. by Kildal. 1909. |

ROSTAND:

- | | |
|--------------|---------------------------------------|
| James | Rostand. (Cornhill magazine 84: 477.) |
| Hale | Dramatists of to-day. 1911. |

MAETERLINCK:

- | | |
|----------------|---|
| Thomas | Maurice Maeterlinck. 1911. |
| Harry | Maurice Maeterlinck. 1910. |
| Archer | Study & stage. 1899. |
| Symons | Symbolist movement in literature. 1908. |
| Symons | Plays, acting, and music. 1903. |
| Hale | Dramatists of to-day. 1911. |
| Huneker | Iconoclasts. 1905. |

SHAW:

- | | |
|-------------------|--|
| Mencken | George Bernard Shaw. 1905. |
| Deacon | Bernard Shaw as artist-philosopher. 1910. |
| Chesterton | George Bernard Shaw. 1910. |
| Henderson | George Bernard Shaw. 1912. |
| Plays of | Bernard Shaw. (Edinburgh review 201: 498-523, Apr. 1905.) |
| Barnicoat | Bernard Shaw's counterfeit presentment of women. (Fortnightly review 79: 516-27, Mar. 1906.) |
| Hankin | Mr. Bernard Shaw as critic. (Fortnightly review 81: 1057-68, June 1907.) |
| Firkins | George Bernard Shaw. (Nation 94: 155-7, 15 Feb. 1912.) |

GALSWORTHY:

- | | |
|-----------------|---|
| Baughan | John Galsworthy as dramatist. (Fortnightly review 85: 971-77, May 1909.) |
| Björkman | John Galsworthy: an interpreter of modernity. (American review of reviews 43: 634-6, May 1911.) |

BARRIE:

- | | |
|------------------|---|
| Hammerton | J. M. Barrie and his books. 1900. |
| Browne | Mr. J. M. Barrie's dramatic and social outlook. (Fortnightly review 79: 920-9, May 1906.) |

Monday, 17 February 1913

HENRIK IBSEN

1828-1906

THE literary characteristic of the present age is the revival of the drama. Since Henrik Ibsen emerged as a dramatist there has been a world-wide new birth in play-writing. England with Bernard Shaw, Stephen Phillips, Henry Arthur Jones, Sir Arthur Pinero, John Galsworthy and J. M. Barrie; France with Rostand, Richepin and Brieux; Germany with Sudermann and Hauptmann; Spain with Echegary; Belgium with Maeterlinck; Italy with d'Annunzio—all these nations have contributed with distinction to the new movement.

Ibsen's romantic plays had been known in Germany since 1875, but it was not until 1887 when his *Ghosts* was played in Berlin that a new dramatic literature showed signs of coming into being in Germany. The Ibsen influence coalesced with the impulse from the French "Theatre Libre" which was established that year in Paris for the purpose of introducing a new school of playwrights—Antoine and his followers, "advanced realists."

In 1891 the "Independent Theatre" was opened in London. Ibsen's *Ghosts* was the first piece produced. During the previous year Ibsen was played in Paris for the first time. During the next three or four years most of his social plays were performed in London and Paris.

Though Ibsen was anything but popular in England his influence was immense. His plays revealed possibilities in technical stagecraft and psychological delineation hitherto unsuspected. The native plays showed up badly beside Ibsen's. All wanted something new: a determined effort was made toward the serious stage-portraiture of English social life. The Ibsen impulse was furthered by the plays of Maeterlinck and of Hauptmann and Sudermann, who themselves were greatly influenced by Ibsen.

The gravity of the problems with which Ibsen dealt in his plays heightened their influence. He not only introduced a new and freer dramatic technique: he taught men a new and freer approach to moral questions.

Monday, 24 February 1913

EDMOND ROSTAND

1869 —

ROSTAND is a dramatist of the romantic order, but with a difference. He is a romanticist somewhat chastened by the spirit of Realism. The hero of the old-time impossibilities is not in the plays of Rostand. Neither does his hero win: he fails.

It is the romance of the spirit rather than the romance of costume and circumstance that we have in Rostand. There is an occasional suggestion in him of Hawthorne. His figures are full of meaning, of significance.

Rostand is one of the most remarkable of French dramatists. His extreme theatrical skill is combined with a literary art exceedingly rare amongst dramatists. He has restored the prestige of the drama in verse, and in doing so he continues the national tradition of France. His work is rich in poetic qualities. It is rich in ideas. It is full of daring, of inventiveness. "It has the tragic quality of great drama."

"The master qualities of *Cyrano de Bergerac* are two: its inexhaustible, scintillating wit, and the fertility of dramatic invention displayed, not so much in the general scheme, as in details of scenic effect, and in the artful interplay of dialogue and 'business.' Have you ever rowed on a gently-heaving sea, where each wave, as it arched its back, suddenly kindled into golden fire, while your oars at every stroke seemed to make a vortex of molten gold, and to drip gold into the golden ripples? It is of such lambent, all-pervading, irrepressible phosphorescence that M. Rostand's wit reminds me. It is too suave, and indeed too continuous to be called pyrotechnic. The mind seems to be rocked on a sea of fantasy, shimmering on every hand into wavelets of wit The whole play—and this, I think, some critics fail to perceive or to consider—the whole play is steeped in verbal music. It is not, to my taste, the finest quality of verbal music; there is too much tintinnabulation about it; the cymbals and the triangle are too busy in the orchestra. But though we may prefer subtler, suppler, and statelier harmonies, without a 'ting,' like a typewriter's bell, at the end of every line, yet this music is after its kind, composed by a master hand; and it ought to exempt the piece from prosaic criticism. It is a literary opera, with the instrumental accompaniment omitted, but with recitatives, arias, duets, trios, concerted pieces, even choruses all in due form. . . . The great art of M. Rostand, it seems to me, lies in the absolute fusion of his poetry with his drama, the complete inter-penetration of the two elements. Phrases abound, not by the score but by the hundred, of which we find it difficult to determine whether their fitness to the rhyme-scheme or to the dramatic situation is the more exquisite and satisfying."—*William Archer*.

Monday, 3 March 1913

MAURICE MAETERLINCK

1862 —

MAETERLINCK was recently awarded the Nobel Prize for Literature. He was particularly commended for his "moral guidance" and for "the high artistic pleasure" his various writings afforded to those who knew them.

Exception has been taken to Maeterlinck as a "moral guide." It has been pointed out that a "moral philosophy" such as his, in which God is a mere name, from which the belief in immortality and that of self-sacrifice is eliminated, and through which the anarchism inherent in the search for happiness at all costs is omnipresent—is a "moral" philosophy which would commend itself to few, and that those few would probably prefer the robust Nietzsche as a guide rather than the feminine-minded Maeterlinck, in whom the sensuous streak is too obvious to be compatible with spiritual or moral guidance.

Maeterlinck is popularly known as a writer of philosophical books supposed to give comfort to "troubled souls," and of plays supposed to be "full of the deepest symbolism." He is regarded also as a mystic, a kind of Belgian Emerson, much modified by a strong admixture of Edgar Allan Poe. The instructed consider Maeterlinck as overrated so far as the matter of his philosophical writings is concerned.

Maeterlinck is a literary man and dramatist of great distinction, whose chief interest appears to be mysticism and the problem of human life. His works, dramatic as well as non-dramatic, are written to give expression to his views. In all he writes Maeterlinck is mainly occupied in indicating the mystery which lies beneath the surface of ordinary life. To produce the effect of mystery he writes with extreme simplicity and uses an extremely realistic and bare symbolism. He has tried to give definite expression to his philosophy in *The Treasure of the Humble*, which was dedicated to an actress. His teachings are so vague that it is difficult either to sum them up or to reduce them to principles. Maeterlinck seems to believe that no real communication can ever pass from one person to another by means of words. It is by silence that we become aware of things. He would convey his ideas without saying anything. Perhaps this may account for his vagueness.

Monday, 10 March 1913

BERNARD SHAW

1856 —

IN many respects Bernard Shaw is the most remarkable man amongst the new school of dramatists in England. He set himself boldly to attack established conventions, to ask his audiences to think for themselves and to reconsider their axioms, and he did it all in a highly original and humorous fashion, with an underlying seriousness of purpose which dignifies even his lightest plays.

Bernard Shaw is an incentive, an irritant, a kind of intellectual gadfly. But he is very much more than this. In eminent degree he has the faculty of novel and illuminative suggestion. He is brimful of originality. He makes people think. He interests them in ideas, religious, philosophical, moral, ethical, political. By his cogency he arrests the attention of the thoughtful—an attention necessary for the assailant. Having won this vantage-ground, his humor, wit, whimsicality, gayety, subtlety, mockery, tartness, dash, hardihood, bravado, arrogance, serve his purpose effectively and abundantly: to break up dull mechanical beliefs and views of things.

Bernard Shaw's plays as *plays* are sometimes injured by his obtrusive philosophy. His strong point is not story-telling or plot. But his sense of drama is seen in his power for bringing out the dramatic possibilities of single scenes or situations. For characterization his gift is brilliant and remarkable, but not always sure. In picturing certain kinds of characters his gift is apt to be seriously hampered by his theories, which pervert his interpretations. His language, his dialogue, it has been observed frequently, far outstrips Ibsen's in pliancy, in felicity and grace, and even in trenchancy. His humor has become a proverb. The prefaces to his plays rank high as literature. In them we have the quintessence of Bernard Shaw.

He has been called the Prophet of Karl Marx, the Living Witness for Nietzsche, the Voice of Schopenhauer, and of Ibsen, and of Wagner, and even of Strindberg. Obviously Shaw has been influenced by these men, especially by Schopenhauer and Nietzsche. But he has not been dominated by them. He does his own thinking. Many of his opinions are very peculiar, but we all know that Shaw is much better than his opinions.

Monday, 17 March 1913

JOHN GALSWORTHY

1867 —

WE are told that Galsworthy began to write at the age of twenty-eight. But it was not until the performance of his now well-known play *Strife* in 1907 that his name became generally known. He was then forty.

An American dramatic critic of note has recently well said that no more striking examples of sincerity are to be found on the modern stage than the plays of John Galsworthy. They were acclaimed first for their sincerity; their honest, truthful, sympathetic presentation of a human situation, and secondarily for their literary skill and distinction and technical expertness.

In Galsworthy's plays the spectator is confronted with a serious man's opinions on life and conduct. They give the intelligent spectator an intellectual stimulus and emotional glow. Galsworthy is a man who inspires respect. "If his plays fail of a wide popularity, that is because their themes are sober, and they lack the sex element a conventional public has come to expect."

"What, then, are to be the main channels down which the renascent English drama will float in the coming years? It is more than possible that these main channels will be two in number and situate far apart.

"The one will be the broad and clear-cut channel of naturalism, down which will course a drama poignantly shaped, and inspired with high intention, but faithful to the seething and multiple life around us, drama such as some are inclined to term photographic, deceived by a seeming simplicity into forgetfulness of the old proverb, 'Ars est celare artem,' and oblivious of the fact that, to be vital, such drama is in every respect as dependent on imagination, construction, selection, and elimination—the main laws, in fact, of artistry—as ever was the romantic or rhapsodic play And this main channel of naturalistic drama will be concerned, not with men floating on two boards far out to sea, accompanied by a passion, but anchored to land in their natural environments. Its service will be the swaying and focussing of men's feelings and thoughts in the various departments of national life. It will be like a steady lamp held up from time to time, in whose light things will be seen for a space clearly and in due proportion, freed from the mists of prejudice and partisanship.

"And the other of these two main channels will, I think, be a twisting and delicious stream, which will bear on its breast new barques of poetry, shaped, it may be, like prose, but a prose incarnating through its fantasy and symbolism all the deeper aspirations, yearnings, doubts, and mysterious stirrings of the human spirit; a poetic prose-drama, emotionalising us by its diversity and purity of form and invention, and whose province will be to disclose the elemental soul of man and the forces of Nature, not perhaps as the old tragedies disclosed them, or necessarily in the epic mood, but always with beauty and the spirit of discovery."—*John Galsworthy, in the Fortnightly Review.*

Monday, 24 March 1913

JAMES MATTHEW BARRIE

1860 —

BARRIE is a novelist and dramatist of irresistible charm. He is by turns whimsical, pathetic, ironic, serious, playfully satirical, humorous, yet ever very much in earnest.

Barrie is a dramatist who has ideas and who can *play* with ideas, as a distinguished English critic observes, and who can "write trifles with dignity." He is sometimes rather too subtle for the stage. Some of his finer touches often fail to get over the footlights. The subtlety and complexity of the ideas, the philosophical significance, underlying such a play as *The Admirable Crichton*, for instance, severely test the actor's power of interpretation and the intellectual alertness of the audience.

Barrie is a born story-teller, with an instinct for drama. But his success on the stage is chiefly due to his having mastered its mysteries. With great care he learned the craft of the playwright. Then he brought to the stage a method wholly unconventional and a singularly fresh fancy and lively imagination. He has an almost unique gift, as William Archer points out, of extracting dramatic effect out of taciturnity, and even out of silence. His invention of silent, all expressive actions, such as we have in his best work, declares his instinct for drama. But the best thing in a Barrie play is Barrie himself.

"The distinguishing trait of Mr. Barrie's genius is that he looks upon life with the simplicity of a child and sees it with the wisdom of a woman He understands life not with his intellect but with his sensibilities. As a consequence, he is familiar with all the tremulous, delicate intimacies of human nature that every woman knows, but that most men glimpse only in moments of exalted sympathy with some wise woman whom they love. His insight has that absoluteness which is beyond the reach of intellect alone. He knows things for the unutterable woman's reason—'because . . .'

"But with this feminine, intuitive understanding of humanity, Mr. Barrie combines the distinctively masculine trait of being able to communicate the things that his emotions know. The greatest poets would, of course, be women, were it not for the fact that women are in general incapable of revealing through the medium of articulate art the very things they know most deeply. Most of the women who have written have said only the lesser phases of themselves; they have unwittingly withheld their deepest and most poignant wisdom because of a native reticence of speech. Many a time they reach a heaven of understanding shut to men; but when they come back, they cannot tell the world. . . .

"Mr. Barrie was apparently born into the world of men to tell us what our mothers and our wives would have told us if they could—what in deep moments they have tried to tell us, trembling exquisitely upon the verge of words. The theme of his best work has always been 'what every woman knows.'"
Clayton Hamilton, in the Forum.

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Rosenberg Library

FREE LECTURES

CHARLES DICKENS

1812-1870

Three Lectures

Thursday, Friday, Saturday
March 13, 14, 15, 1913

1. Charles Dickens, the Man; an introductory lecture
2. Charles Dickens, the Sociologist; a study of Little Dorrit
3. Charles Dickens, the Democrat; a study of A Tale of Two Cities

By JENKIN LLOYD JONES, A. M.
of Chicago

LIBRARY LECTURE HALL

8 P. M.

GALVESTON, TEXAS

"There is nothing, no, nothing, innocent or good, that dies and is forgotten: let us hold to that faith or none."—Dickens.

CHARLES DICKENS

1812-1870

SCENES of his life and work, Portsmouth, Kent, Gad's Hill, etc. Character of his genius. Number and variety of characters in his novels. Testimony of the competent. Dickens as the prince of humorists, the incomparable lover of children, the uncompromising and unfailing friend of the poor and champion of the neglected, the social reformer, the evangelist of the order of St. James. A man alive to the external miseries of the poor, sensitive to the sins of society.

Reading List

- | | |
|----------------------|---|
| Foster | Life of Charles Dickens. 2v. 1904. |
| Gissing | Charles Dickens. 1898. |
| Chesterton | Appreciations and criticisms of the works of Charles Dickens. 1911. |
| Chesterton | Charles Dickens. 1906. |
| Dickens, Mary | My father as I recall him. 1898. |
| Ward | Dickens. 1901. |
| Marzials | Life of Charles Dickens. 1887. |
| Kitton | Charles Dickens, his life, writings, and personality. 1902. |
| Kitton | Minor writings of Charles Dickens. 1900. |
| Wilkins | Charles Dickens in America. 1911. |
| Pemberton | Charles Dickens and the stage. 1888. |
| Hughes | Dickens as an educator. 1900. |
| Dickens | Collection of letters of Dickens. 1833-1870. |
| Dickens | Wisdom of Dickens; comp. by Temple Scott. 1908. |

CHARLES DICKENS

1812-1870

CHRONOLOGY

- 1812, *February 7*. Charles Dickens was born at a house in the Mile End Terrace, Commercial Road, Landport, near Portsmouth, England.
1814. Family moved to London.
- 1816-1821. Childhood passed in Kent near the dockyard at Chatham. Went to school under Mr. Giles, Baptist minister. Family moved to Camden Town.
1822. Father imprisoned for debt at the Marshalsea. Dickens employed as packer in a blacking warehouse.
- 1824-1826. Spent two years at Wellington House, an academy in Hampstead Road.
- 1827-1828. Clerk in office of Gray's Inn solicitor at a salary of thirteen and sixpence (rising to fifteen shillings) a week. Taught himself shorthand.
- 1831-1832. Parliamentary reporter to the *True Sun*.
1833. Published in the Monthly Magazine his first story, *A Dinner at Poplar Walk*.
1835. Became reporter for the *London Morning Chronicle*.
- 1836, *April 2*. Married Catherine, daughter of George Hogarth.
- 1837-1839. Edited *Bentley's Miscellany*.
1842. Visited America.
- 1844-1845. Visited Italy.
1846. First editor of *Daily News*, 21 Jan. to 9 Feb.
- 1847-1852. Took an active part in various amateur theatrical performances for charities.
- 1849-1859. Edited *Household Words*, and on its cessation started *All the Year Round*.
- 1858-1870. Four series of public readings from his works.
1860. Made his home at Gad's Hill, near Rochester.
- 1867-1868. Revisited America and gave readings.
- 1868-1870. Last readings and last book.
- 1870, *June 9*. Died at Gad's Hill. Buried in Westminster Abbey, June 14.

CHARLES DICKENS

Chronological List of Chief Works

Sketches by Boz	1836-37
Pickwick papers	1837
Oliver Twist	1838
Nicholas Nickleby	1839
Master Humphrey's clock (The old curiosity shop and Barnaby Rudge)	1840-1
American notes	1842
Christmas carol	1843
Martin Chuzzlewit	1844
The chimes	1845
Cricket on the hearth	1846
Dombey and son	1848
David Copperfield	1850
Bleak House	1853
Hard times	1854
Little Dorrit	1857
Tale of two cities	1859
Great expectations	1861
Our mutual friend	1865
Mystery of Edwin Drood	1870 .

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Rosenberg Library

Free Lectures

ANNOUNCEMENT

APRIL 5 AND 7, 1913



HENRY ROSENBERG
FOUNDER OF ROSENBERG LIBRARY

"In making this bequest, I desire to express in practical form my affection for the city of my adoption and for the people among whom I have lived for so many years, trusting that it will aid their intellectual and moral development and be a source of pleasure and profit to them and their children and their children's children through many generations."

—*From the will of the founder*

LIBRARY LECTURE HALL
GALVESTON, TEXAS

William Morris, the Master Craftsman

Illustrated with stereopticon

Saturday, 5 April 1913, 8 p. m.

DR. CHARLES ZUEBLIN, Publicist

"**WILLIAM MORRIS** was the most versatile man of the nineteenth century, if we give Goethe a place in the eighteenth century. Yet Morris's earliest activities were almost exclusively aesthetic. Born as Ruskin was, of wealthy parents, brought up in the beautiful country of Essex, enjoying the maximum of freedom as a schoolboy, he came up to Oxford designed by his parents for the church, with a knowledge of architecture such as was probably not possessed by any professor in the University. He knew rural England and he knew Gothic architecture. By the age of twenty-four he had demonstrated his right to a position among the poets of England. He had undertaken for a year to be apprentice to an architect. He had tried to follow Rossetti's injunction that the only way a young man could save his soul was by becoming a painter. He had finally discovered that his mission in life was not merely that of a poet, although he was always a great poet, was not at all that of a painter, was certainly not that of a priest, but was to revive the lesser arts of life.

"The most important artistic event of the nineteenth century was William Morris's determination to abandon the fine arts in order that he might, in his own words, 'relieve with beauty of interest and of incident the blank spaces of our lives,'—walls, floors, ceilings, and the spiritual blank spaces."

Reading List

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|----------------|--------------------------|------|-------|
| Mackail | Life of William Morris. | 2 v. | 1901. |
| Morris | Hopes and fears for art. | | 1882. |
| Morris | Signs of change. | | 1888. |
| Morris | A dream of John Ball. | | 1888. |
| Morris | News from Nowhere. | | 1891. |

John Ruskin, the Social Economist

Monday, 7 April 1913, 4 p. m.

DR. CHARLES ZUEBLIN, Publicist

RUSKIN was one of the rare men of the nineteenth century, whose contributions were as manifold as his versatility, having a share, as Miss Scudder says, in the critical, scientific, religious, artistic and social movements. We can here concern ourselves only with his participation in these last two movements, taking that side of Ruskin represented by the man of wealth or resources, who naturally spoke with authority on the ethics of wealth.

“The art teaching of Ruskin had its chief significance for a mechanical age in the contention that the genuine is superior to the exact. Out of his many instructive volumes we may choose two great art teachings as expressing his philosophy and his life. First: ‘The aim of art is always to tell a true thing or to adorn a useful one.’ Ruskin’s second great art teaching was: ‘Life without industry is guilt, and industry without art is brutality.’ It is not remarkable that a man whose art philosophy culminates in such economic teaching should find it necessary to preach economic and social reform in order to attain an artistic ideal.”

Reading List

- | | |
|--------------------|-----------------------------|
| Collingwood | Life of John Ruskin. 1900. |
| Ruskin | Unto this last. 1862. |
| Ruskin | Munera pulveris. 1872. |
| Ruskin | The nature of Gothic. 1853. |

EQUAL SUFFRAGE

Monday, 7 April 1913, 8 p. m.

DR. CHARLES ZUEBLIN, Publicist

"THE basis of primitive society is that might makes right. This rule of force weakens as intelligence proves superior to brawn. The power of the superior intelligence comes from this larger experience taking advantage of the limited outlook of the multitude. A demand for the extension of the suffrage accompanies every larger organization of society.

"Those who possess the suffrage have always been in the habit of denying it to the disfranchised. The possessors of a limited suffrage rarely use it for the benefit of those who lack it. Although there are early examples of popular voting, such as the Swiss democracies, which date back to the thirteenth century, the movement for what is called Universal Suffrage is modern and comes primarily from the industrial revolution in England.

"All western nations have gradually extended the suffrage, some with greater rapidity than others. Each proposed addition is met by the possessors with the same identical argument of the incapacity of the non-possessors. The fact is, those who have had the franchise have never adequately justified their possession, and those who are without it are generally more intelligent than they are credited with being.

"The extension of suffrage to women is being met by these same antiquated criticisms. Meanwhile women have been receiving a preparation such as no unenfranchised class has previously had. The difficulty with the objectors to equal suffrage is the same which had afflicted the opponents of manhood suffrage. The real woman is compared with the ideal man, as formerly the real non-voter was compared with the ideal voter.

"Whether on the basis of industrial, intellectual or political experience, the voter has no more ground today to deny the vote to the non-voter than he has had in all the historic period when privilege has taken advantage of the unprivileged."

Reading List

- History of woman suffrage;** ed. by Elizabeth Cady Stanton and others. 4v. 1881-1902.
- Hecker** Short history of women's rights from the days of Augustus to the present time. 1911.
- Schirmacher** Modern woman's rights movement; tr. by Eckhardt. 1912.
- Squire** Woman movement in America. 1911.
- Mill** Subjection of women. 1911.
- Dorr** What eight million women want. 1910.
- Schreiner** Woman and labor. 1911.
- Allen** Woman's part in government, whether she votes or not. 1911.

Rosenberg Library

Free Lectures

MR. L. B. COOK

Assistant in Charge of Market Milk Investigations,
U. S. Bureau of Animal Industry,
Washington, D. C.

will deliver a lecture on clean milk, entitled

FROM COW TO CONSUMER

(Well illustrated with numerous stereopticon slides)

THURSDAY, 9 OCTOBER 1913, 8 P. M.

LIBRARY LECTURE HALL

Galveston, Texas

Dr. H. O. Sappington, City Commissioner, in an invitation issued from his department, says:

"The city commissioners are interesting themselves in securing pure milk for the people and will appreciate your efforts in aiding them in this educational work with your presence and influence."

Committee

Composed of official representatives of the city government, of public institutions, and of several civic organizations to promote interest in the educational campaign for clean milk for Galveston.

MAYOR LEWIS FISHER

Galveston City Commission

DEAN WILLIAM S. CARTER

Medical College of the University of Texas

MRS. M. S. UJFFY

President Women's Health Protective Association

MORRIS STERN

President Galveston Commercial Association

REV. HENRY COHEN

Rabbi Congregation B'nai Israel

JOHN W. HOPKINS

Superintendent City Public Schools

DR. WILLIAM F. STARLEY

President Galveston County Medical Society

J. J. SCHOTT

President Galveston Retail Druggists' Association

H. B. MEYER

President Galveston Merchants' Association

GEORGE S. EWALT

President Tremont Hotel Co.

CHARLES T. PHILLIPS

Proprietor Opera House Restaurant

AUGUST C. SHAPER

Proprietor Star State Dairy

M. O. FROST

Representative of the press

From Cow to Consumer

(Illustrated with numerous stereopticon slides)

Thursday, 9 October 1913, 8 p. m.

By **MR. L. B. COOK**

Assistant in Charge of Market Milk Investigations,
U. S. Bureau of Animal Industry,
Washington, D. C.

THE various problems of a clean milk supply will be discussed by a scientific expert, with a view to aid in securing for our city this important factor in public health. The handling of milk in the dairy, during its transportation to the consumer, and after its delivery to him will be discussed in detail. The practical value of the lecture will be greatly increased by the large number of excellent stereopticon slides to be shown.

Reading List

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|----------------------------|---|
| Winslow | Production and handling of clean milk. 1909. |
| Jensen | Essentials of milk hygiene; tr. by Pearson. 1907. |
| Ward | Pure milk and the public health. 1909. |
| Spargo | Common sense of the milk question. 1908. |
| Conn | Bacteria in milk and its products. 1903. |
| Russell | Outlines of dairy bacteriology. 1902. |
| Farrington and Woll | Testing milk and its products. 1904. |
| Snyder | Dairy chemistry. 1905. |
| Lane | Business of dairying. 1909. |

Valuable information on this subject is found in the reports, bulletins, and circulars of the *U. S. Bureau of Animal Industry*.

“THE diseases most commonly conveyed through milk are : tuberculosis, typhoid fever, diphtheria, scarlet fever, septic sore throat, Malta fever, tooth and mouth disease and milk sickness, also some summer complaints of children, and the diarrheal and dysenteric diseases of adults which are often referable to infected milk.

“The milk question as we understand it today began only when it was shown that impure milk is apt to convey disease. This alone would be insufficient reason, but in addition we have several important facts. One is that we cannot do without milk. Western civilization has come to depend upon cow's milk as an essential article of diet for children and it has become a very important article of diet for adults.

“The next important reason why we have a milk problem is that milk is the most difficult of all our standard articles of diet to obtain and handle in a safe and satisfactory manner. It requires scrupulous care from pasture to pail, and from pail to palate. It is the most difficult of all our foods to gather, handle, transport and deliver in a fresh, clean, safe and satisfactory manner. Furthermore, milk decomposes more quickly than any other food.

“A further reason why we have a milk question is that most milk is consumed raw. We have recently come to realize that uncooked articles such as water, milk, oysters, lettuce, etc. may convey infection. Cooking destroys germs.

“We shall find that all this fuss about milk is not a ‘tempest in a teapot.’ We are dealing with an essential article of food; one that is probably accountable for more sickness and more deaths than all other foods put together. The milk question is then a real problem of first magnitude worthy of our careful thought and attention.”

Dr. M. J. Rosenau.

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University of Illinois
Library School
Urbana

Rosenberg Library

Free Lectures

JANUARY 1914

Mr. B. R. Baumgardt

Dr. Charles Walton Seymour

Galveston, Texas

Rosenberg Library Free Lectures

TENTH SEASON 1914

In addition to the lectures of this announcement, others to follow have been arranged for. There are yet other possibilities, but definite announcement of these cannot now be made.

The lecture program for 1914 includes several new names,—Mr. B. R. Baumgardt, Dr. Charles Walton Seymour, Mr. Thomas Whitney Surette, and Mr. Frederick Monsen. Names not unfamiliar to Rosenberg Library lecture audiences also are found there,—Dr. Charles Zueblin, Dr. Jerome Hall Raymond, and Mr. Frank Alvah Parsons.

Mr. Baumgardt's travel lectures are based on long years of residence in Europe, and his stereopticon views are of unusual artistic quality.

Dr. Seymour is favorably known as a lecturer on historical characters. His subjects on this program, Columbus, Pizarro, and La Salle, emphasize this season's special feature, the Southwest and Spanish America.

Music is Mr. Surette's subject and his lectures are illustrated at the piano. Although an American, he has been for years an extension lecturer for Oxford University, and is known as a foremost lecturer on music both in this country and England.

Mr. Monsen has traveled extensively in the Southwest and is an authority on the native Indian tribes and the geography of the country. His stereopticon slides are among the finest shown on the lecture platform. He will deliver for the Rosenberg Library a lecture upon The West Indies, and one entitled On the Trail of the Spanish Pioneers.

Mr. Frank Alvah Parsons, President of the New York School of Fine and Applied Art, will give an illustrated lecture on Period Facts in Art and their Application to Modern Homes.

The lecturers for April will be Dr. Charles Zueblin and Dr. Jerome Hall Raymond. Dr. Raymond's subjects will be Bulgaria and Mexico.

The Fjelds and Fjords of Norway

Illustrated in color with over 100 stereopticon views

Friday, 2 January 1914, 8 p. m.

MR. B. R. BAUMGARDT

NORWAY is unique. A broken coast line of fourteen thousand miles and a fringe of 150,000 islands gives rise to some of the most sublime scenery on earth; the bluest of blue fjords and shimmering lakes; towering fjelds and deep hidden valleys; babbling streams, rushing rivers and majestic waterfalls; proud, colossal rocks and smooth-polished glaciers. Over all these wonderful combinations of land and water hovers the mysterious influence of the midnight sun. Norway is, indeed, the music of Beethoven. Whoso has once come under its spell can never after shake it off.

Mr. Baumgardt's lecture on Norway is founded on intimate acquaintance with the land and its interesting people. He speaks the language of the people and visits the country annually. The lecture is intended to give an understanding of Norway and the Norwegians; the dramas of Ibsen and the poetry of Björnson; the music of Grieg, Kjerulf, and Sinding; the influence of environment upon a people who have lived in isolation for fifteen hundred years; the life of the fishing folk of the Lofoten Islands, the harnessing of sublime waterfalls without marring their beauty; the Gothenburg system for controlling the liquor traffic; the Lapps and their strange customs; the status of Norwegian women, and the results of emigration upon a sparsely populated and extremely poor land.

Reading List

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| Du Chaillu | The viking age. 2v. 1889. |
| Taylor | Northern travel. 1857. |
| Monroe | In viking land. 1908. |
| Boyesen | Norway. 1886. |
| Winkel Horn | History of the literature of the Scandinavian North; tr. by Anderson. 1883. |
| Gosse | Northern studies. 1890. |

NAPOLEON BONAPARTE

Conqueror and Captive of the Earth

Illustrated in color with over 130 stereopticon slides

Saturday, 3 January 1914, 8 p. m.

MR. B. R. BAUMGARDT

NEVER has a genius appeared upon this earth so well equipped for work as was Napoleon. His career reads like a fairy story. Leaving a humble Corsican home at the age of nine, with all his belongings in a knapsack, we see him later in Paris, living in an attic, a half-starved, five-foot-three scare-crow of a man, watching the Revolution and abiding his own opportunities. Within twenty years, by his own unaided genius, he has compelled the French people, who but recently had forsworn all allegiance to royalty, to acknowledge him their Emperor. Henceforth he forces the haughty rulers of Europe to quake their knees to the principles of democracy as expressed by the French Revolution.

He was a man of many virtues and of many and serious faults as well. But in France there has never been a time when his name could be reviled with impunity. In that land he found society utterly decomposed; out of its ruins he composed an Imperial Democracy. He caused Europe to enter upon a career of progress in spite of itself. Wherever he appeared as victor he was hailed by the common people as a liberator. Nor are witnesses needed to prove him the greatest military leader of all times. The time will never come when the stupendous results of Napoleon's statesmanship shall not be felt. He gave France a new code of laws, which for the first time gave the poor man an equal chance with the rich. The impetus he gave to the progress of mankind was for all time.

Reading List

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| Fournier | Napoleon I; tr. by Adams. 2v. 1911. |
| Seeley | Short history of Napoleon the First. 1901. |
| Rose | Napoleonic studies. 1904. |
| Rosebery | Napoleon: the last phase. 1902. |
| Fisher | Napoleon. 1913. |
| Meredith | Odes in contribution to the song of French history. 1898. |

"Earth's chosen, crowned, unchallengeable upstart."

—George Meredith's ode on "Napoléon."

COLUMBUS

Monday, 5 January 1914, 8 p. m.

DR. CHARLES WALTON SEYMOUR

MYSTERY shrouds the early years of Columbus. History gives us our first glimpse of him waiting for a busy queen in Spain to listen to a scheme he has. A short route to Asia. Audiences, juntas, and disappointments for years. Loses patience and starts for France. A chance acquaintance met changes history. Returns to court, makes a bargain with Spain, and begins first voyage. Important discoveries made on the way. Returns to Spain and is given royal welcome. Second voyage and seeds of many troubles planted. Third voyage. Troubles germinate, even his one true friend the queen offended. He returns to Spain in disgrace. Fourth voyage. A story of disaster. His return. The queen dead and he dies in poverty and neglect. The "Admiral's" message to us.

Reading List

The Northmen, Columbus, and Cabot, 985-1503.

1906. (Original narratives of early American history.)

Columbus Writings descriptive of the discovery and occupation of the New World; ed. by Ford. 1892.

Winsor Christopher Columbus and how he received and imparted the spirit of discovery. 1892.

Markham Life of Christopher Columbus. 1902.

Adams Christopher Columbus. 1892.

Irving Life and voyages of Christopher Columbus. 3v. 1827.

*"He gained a world; he gave that world
Its grandest lesson: 'On! sail on!'"*

—Joaquin Miller's "Columbus."

FRANCISCO PIZARRO

Thursday, 15 January 1914, 8 p. m.

DR. CHARLES WALTON SEYMOUR

THE strange meeting of Pizarro and Balboa. A land of gold. Discovery of the Pacific and death of Balboa. The firm of adventurers formed,—Pizarro, Almagro, De Luque. Ships built by Balboa bought. Pizarro sails in search of "Biru" land. Two years of hardship. The discovery begun. Pizarro visits Spain and is favored by king. Returns to find his partners jealous and ready for trouble. The real expedition begun. The prowess of Pizarro. A powerful nation invaded by a handful of Spaniards. The person of the Inca Atahualpa seized and held for ransom. Ransom paid but Inca not released. Partnership troubles. The firm property divided: Chili for Almagro and Peru for Pizarro, De Luque dead. The tragedies of Cuzco (City of Gold). Lima founded. Amazon discovered. Pizarro's last fight. What has become of the Incas' gold?

Reading List

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| Helps | Life of Pizarro. 1868. |
| Towle | Pizarro. 1878. |
| Lummis | Spanish pioneers. Part 3. 1893. |
| Prescott | History of the conquest of Peru. 2v. 1847. |
| Markham | Incas of Peru. 1910. |
| Bingham | In the wonderland of Peru. (National geographic magazine 24: 387-574. April, 1913.) |

LA SALLE

Thursday, 22 January 1914, 8 p. m.

DR. CHARLES WALTON SEYMOUR

M. CAVELIER made factor at Fort Frontenac. Visits France and is shown favor by king. Given title *Sieur de la Salle* and a grant of seigniorial rights at Frontenac. Dreams of empire. Another journey to France. Receives from king a charter of immense importance. Fort Niagara. Ship "Griffin" built, sailed, and lost. Expedition to land of Illini. Fort Crevecoeur. Wonderful journeys over wilderness. Losses and discouragements. Builds ship and navigates Mississippi to the Gulf. Presents "Louisiana" to France. Forms union of native tribes and gathers them about Rock St. Louis in Illini country. A new governor brings trouble, and another journey to France. Commissioned to found colony and build stronghold at Mouth of Mississippi as menace to Spain. A voyage of troubles, mistakes in geography and navigation. Mouth of Mississippi passed and colonists landed on coast of Texas. Vain search for river. Sufferings of colonists. Christmas at St. Louis, Texas (Matagorda). The last adventure. What some Spanish soldiers found.

Reading List

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| Parkman | La Salle and the discovery of the Great West. 1869. |
| Winsor | Cartier to Frontenac. 1894. |
| Shea | Discovery and exploration of the Mississippi Valley. 1852. |
| French | Historical collections of Louisiana. Part 1. 1846. |
| Abbott | Adventures of the Chevalier de la Salle and his companions. 1875. |

“SUMMING up the value of this movement, it may be said, first, that the free-lecture movement has broadened the meaning of education, and forms a continuation school in the very best sense; it enables the professor to come in touch with the people; it reaches all classes of society, for the audiences are as democratic as all intellectual gatherings should be; it binds together the high and the low in education; it brings culture in touch with the uncultured and produces the true solidarity of the spiritual life. Secondly, it has given a new meaning to the uses and possibilities of the schoolhouse; and, finally, its chief purpose is spiritual and not commercial.

“The lectures do indeed increase the productive power of the listener, do add to his stock of information; but their true end is to saturate the people with ideals. Without ideals one cannot live. It is by the help of noble ideals that purity and peace are given to masses of our fellow-men; and to help in shaping the ideals of a democracy is the purpose of adult education.”—*Henry M. Leipziger, Supervisor of Lectures, Board of Education, New York City.*

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Rosenberg Library

FREE LECTURES

February 1914

STOCKTON AXSON, A. M., Litt. D.

Professor of English Literature, Rice Institute

on

ROBERT LOUIS STEVENSON

(A Rice Institute university extension lecture)

FRANK ALVAH PARSONS

President of New York School of Fine and Applied Art

on

**PERIOD FACTS IN ART AND THEIR APPLICATION
TO MODERN HOMES**

(Illustrated with the stereopticon)

THOMAS WHITNEY SURETTE

Staff Lecturer on Music for
Oxford University Extension Delegacy, etc.

on

1. MUSIC IN ITS RELATION TO LIFE
2. WHAT PART SHOULD MUSIC HAVE IN
EDUCATION?
3. BEETHOVEN

(The three lectures illustrated at the piano)

LIBRARY LECTURE HALL

Galveston, Texas

Rosenberg Library Free Lectures

SPRING OF 1914

AMONG the lecturers to follow those of this announcement are Mr. Clinton Rogers Woodruff, Mr. Frederick Monsen, Dr. Charles Zueblin, and Dr. Jerome Hall Raymond.

Mr. Clinton Rogers Woodruff, Secretary of the National Municipal League and a leading authority on civic affairs, who, two years ago lectured for the library on City Planning, will lecture on Tuesday, March 3, on Efficiency in City Government.

Mr. Frederick Monsen is an extensive traveler and an authority on the native Indian tribes and the geography of the Southwest. His subjects will be announced later.

Dr. Charles Zueblin's previous lectures here are among the strongest heard during the whole history of the library's lecture work. He will be especially remembered for his lectures on Democratic Education given in the spring of 1911. Dr. Zueblin will again lecture for the library in the coming April. His subjects will be Government of the Common Life, Economic Justice, and Education for Freedom.

Dr. Jerome Hall Raymond had very large audiences to hear his virile and suggestive lectures on European Capitals and Their Social Significance, given with increasing interest through two successive seasons. Dr. Raymond will lecture again at the library in April. His subjects will be Bulgaria and Mexico.

ROBERT LOUIS STEVENSON

(A Rice Institute university extension lecture)

Thursday, 12 February 1914, 8 p. m.

STOCKTON AXSON, A. M., Litt. D.

Professor of English Literature in the new university of liberal and technical learning founded in the city of Houston, Texas, by the late William Marsh Rice and dedicated by him to the advancement of letters, science, and art.

ROBERT LOUIS STEVENSON, Scottish novelist, essayist, and poet, was born at Edinburgh, November 13, 1850. He died at Apia, Samoa, December 3, 1894, and was buried according to his wish on the summit of a precipitous mountain which overlooks the Pacific.

"To attain the mastery of an elastic and harmonious English prose, in which trite and inanimate elements should have no place, and which should be supple to all uses and alive in all its joints and members, was an aim which he pursued with ungrudging, even with heroic, toil. Not always, especially not at the beginning, but in by far the greater part of his mature work, the effect of labour and fastidious selection is lost in the felicity of the result. Energy of vision goes hand in hand with magic of presentment, and both words and things acquire new meaning and a new vitality under his touch."

— *Sidney Colvin*

"The part of life which he cares most for is youth, and the direct expression of the love of youth is the beginning and the end of his message. His appreciation of this delightful period amounts to a passion, and a passion, in the age in which we live, strikes us on the whole as a sufficient philosophy."

— *Henry James*

"I should go so far as to suspect that his ideal of the delightful work of fiction would be the adventures of Monte Cristo related by the author of *Richard Feverel*."

— *Henry James*

Reading List

In addition to the works of Robert Louis Stevenson

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| Balfour | Life of Robert Louis Stevenson. 2v. 1901. |
| Stevenson | Letters; ed. by Sidney Colvin. 4v. 1911. |
| Baildon | Robert Louis Stevenson. 1901. |
| Black | Robert Louis Stevenson. 1898. |
| Cornford | Robert Louis Stevenson. 1899. |
| James | Robert Louis Stevenson. 1887. (<i>In his Partial portraits, p. 137-174.</i>) |

Period Facts in Art and Their Application to Modern Homes

(Illustrated with the stereopticon)

Tuesday, 17 February 1914, 8 p. m.

FRANK ALVAH PARSONS

President of New York School of Fine and Applied Art

PERIOD ART defined. Three dominating influences in history,—the Classic, the Gothic, the Naturalistic. Their origin, meaning, influence on thought, result in art expression, effect on modern architecture, furniture, dress, and other fittings. The birth, source, and meaning of the Italian Renaissance with its influence on modern life. The French styles; their origin, meaning, distinguishing characteristics, and their influence on American life in colonial and modern times. The English styles and their bearing on American expression. The modern problem viewed in the light of historic experience.

Reading List

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| Taylor | The mediaeval mind. 2v. 1911. |
| Cram | The Gothic quest. 1907. |
| Pater | The Renaissance. 1873. |
| Symonds | Renaissance in Italy: The fine arts. 1877. |
| Benn | Style in furniture. 1904. |
| Candee | Decorative styles and periods in the home. 1906. |

Music in Its Relation to Life

(Illustrated at the piano)

Monday, 23 February 1914, 8 p. m.

THOMAS WHITNEY SURETTE

Staff Lecturer on Music for
Oxford University Extension Delegacy, etc.

IT is a truism to say that all art is related to life, since it is from human life—from man's activities, aspirations, desires, and beliefs—that art springs. The nobility and the purity of Greek sculpture were not accidental qualities; on the contrary they were the expression of a serene civilization and a deep-seated love of beauty for itself. The difference between the meagre landscape painting of Botticelli and the exquisite landscapes of Corot is not only a difference in technique. In the long period that had elapsed between these two painters, man had come more fully to understand and love nature. So in literature you look in vain in the novels of Fielding for any understanding of or sympathy with the soul of a peasant but after the birth of the democratic spirit, you have characters like Gabriel Oak in "Far from the Madding Crowd."

Yet this is the lesser part of the relationship between art and life. The vital connection lies in this: That art expresses as does no other medium, the pure truth. Art takes life which is confused and kaleidoscopic and co-ordinates it into some form of beauty. We may even not hesitate to push the idea far enough to say that it is through art that we best understand life.

Music is no exception to this rule. It has followed the same process of development and has expressed in its own way the same truth. But music is not a definitive language, nor does it take its subjects from nature or man as do the other arts. Its relation to life is less definitive but more intimate. It may express a profoundly philosophic view of the world as in Bach or an erotic and somewhat distorted view as in Tchaikovsky; it may be impersonal as in Brahms or Turgenieff, or personal as in Schumann or Brown-ing. To be great it must be true to itself and to human life.

A Beethoven symphony, then, is more than a piece of music—it is a human document.

Reading List

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| Taine | The philosophy of art. 1864. (<i>In his Lectures on art, First series; tr. by Durand.</i>) |
| Emerson | Essays: Art; Spiritual laws; The over-soul. 1841. |
| Ruskin | Sesame and lilies. 1864. |
| Ruskin | The crown of wild olive. 1866. |
| Hadow | Studies in modern music. 2v. 1902. |
| Carlyle | German romance. 1827. |
| Surette and Mason | The appreciation of music. 1907. |
| MacDowell | Critical and historical essays. 1912. |
| Hawthorne | Septimius Felton, <i>or</i> , |
| Hawthorne | The scarlet letter. |

What Part Should Music Have in Education?

(Illustrated at the piano)

Friday, 27 February 1914, 8 p. m.

THOMAS WHITNEY SURETTE

Staff Lecturer on Music for
Oxford University Extension Delegacy, etc.

THE answer to this question leads us into many debatable controversies, which may, however, be swept aside by President Eliot's saying, "A liberal education is a state of mind." Education nowadays too often means the acquisition of a certain number of so-called facts.

Each of these facts is meaningless save in its relation to universal truth, and if the "state of mind" is such as to prevent the realization of such relationship—if the mind, in other words, has no background—the facts are useless. Whereas, if the mind has assimilated knowledge, if experience has tested its truth, and if the sensibilities of the individual have been awakened, then you have an educated person.

Art educates because it presents life in forms of beauty. Music educates because it trains and stimulates the love of beauty in one of its purest forms and because it reaches the mind through the feelings, or, shall I say, it should do so. Does it get as far as the mind? Do not the feelings eagerly absorb all they can and bar the way to the mind?

If music be—as all informed persons know it to be—an art capable of appealing to the mind and the imagination as well as to the feelings, then we must accord to it a high place as a means of education. But its functions are too little fulfilled. In schools and in private teaching of both singing and pianoforte playing technique is too much thought of; in public the performer attracts undue attention. Music itself becomes lost; the spirit of men and women remains too often untouched.

Reading List

Emerson Education. 1882. (*In his Lectures and biographical sketches.*)

Darwin Autobiography. 1876. (*Chap. 2 of his Life and letters, v. 1.*)

Meredith The ordeal of Richard Feverel.

Hadow Studies in modern music. 2v. 1902.

BEETHOVEN

1770-1827

(Illustrated at the piano)

Saturday, 28 February 1914, 8 p. m.

THOMAS WHITNEY SURETTE

Staff Lecturer on Music for
Oxford University Extension Delegacy, etc.

BEETHOVEN'S music may be said to represent the natural tendency of an art to seek a new outlet when an old one becomes clogged by tradition. He himself was a constructive radical—a non-conformist (to use the term in a general rather than a religious sense). He rebelled against the soul-killing routine of social life; he was intent on essentials.

With these ideals he proceeded to strip the symphony and sonata of most of its non-essentials, and to infuse into it a sincerity and directness it had not possessed before. He immensely enlarged its harmonic resources, he broadened the scope of its form, and he lengthened the curve of its melody. One might say, in passing, that these three qualities have been steadily enriching themselves as music progresses from the folk-song onward. And this progress is not unlike that which one may find in other forms of artistic expression—as in the English novel. The evolution of the Meredithian sentence from that of Fielding, for example, is the same evolution that one finds in comparing a theme of Mozart with one of Brahms.

But it is in the subjectivity of Beethoven's music that one sees the chief advance. Mozart paints the world as he sees it with his outward eye. Beethoven paints it as he sees it with the inward eye of the spirit. The world has been poured into his crucible where all the non-essentials have been burned away. Only the essence remains.

Reading List

Grove's dictionary of music and musicians. 5v. 1908-1910.

Articles; Beethoven, Sonata, Symphony, and Form.

Grove Beethoven and his nine symphonies. 1904.

Mason Beethoven and his forerunners. 1904.

Hadow Sonata form.

Oxford history of music. v. 5. 1904.

Parry Evolution of the art of music. 1904. *Chap.* 12.

Dickinson Study of the history of music. 1908. *Chap.* 26.

Surette and Mason Appreciation of music. 1907. *Chap.* 11, 12, 13, 14.

Beethoven Beethoven's letters. 2v. 1909.

Nohl Life of Beethoven. 1880.

Rudall Beethoven. 1890.

Thomas Whitney Surette

THOMAS WHITNEY SURETTE is a native of Concord, Massachusetts. He was a special student at Harvard University in the class of 1891. He studied music under Professor John K. Paine and Arthur Foote. After leaving the University, he devoted some years to piano and organ playing, teaching, and composing before entering on his life-work of educational lecturing on music.

In 1907 Mr. Surette was appointed Staff Lecturer on Music to the Extension Delegacy of Oxford University and since then he has divided his time between England and America. During the academic year 1907—1908 he acted as Deputy Professor of Music in Birmingham University in the absence of Sir Edward Elgar. Mr. Surette has lectured at many other universities and colleges, among them Harvard and Columbia. He is a staff lecturer for Birmingham University, the University of London, the University of California, the University of Chicago Extension Division, Brooklyn Institute of Arts and Sciences, and the University Extension Society of Pittsburgh.

Among his compositions are *Priscilla*, an operetta, and *The Eve of St. Agnes*, a dramatic ballad for chorus, soli, and orchestra. He is joint author with Daniel Gregory Mason of an established work entitled *The Appreciation of Music*. It is a book designed for the use of those who seek to understand the works of the great classic school of music.

Mr. Surette's lectures at the Rosenberg Library have the general theme, *Music and Its Relation to Life, Literature, and Painting*, and because of his broad treatment of the art and its relations, his lectures appeal not only to musical people but to all who are interested in any form of artistic expression. The practical benefit to be derived from these lectures lies not so much in their historical quality as in the help they afford the listener in appreciating and understanding the best music—they teach him how to listen.

Rosenberg Library
Free Lectures

EFFICIENCY IN CITY GOVERNMENT

BY

DR. CLINTON ROGERS WOODRUFF

Secretary of National Municipal League

TUESDAY, 3 MARCH 1914, 8 p. m.

WEST POINT

(Illustrated with the stereopticon)

BY

Lieutenant ROBERT C. RICHARDSON, Jr., 23rd Infantry

TUESDAY, 10 MARCH 1914, 8 p. m.

Library Lecture Hall

Galveston, Texas

Efficiency in City Government

Tuesday, 3 March 1914, 8 p. m.

DR. CLINTON ROGERS WOODRUFF

Secretary National Municipal League,
Vice President American Civic Association,
Editor National Municipal Review

DR. WOODRUFF will discuss in his lecture the new idea of citizenship as service and neighborliness, and the new idea of the community as an organization with all its members working together for common purposes, and will show how these conceptions affect problems of crime, poverty, labor, immigration, housing, recreation, health, and city building and municipal life generally.

The National Municipal League of which Dr. Woodruff is secretary is composed of individuals and associations formed in cities of the United States. Its object is the improvement of municipal government. It is entirely independent of state or national parties or issues, and confines itself strictly to municipal affairs. The proceedings of its annual congresses of experts comprise the most important and most weighty utterances on civic questions. The organ of the League is the *National Municipal Review*, a quarterly, of which Dr. Woodruff is editor. The League is also responsible for a series of important little books on civic affairs by different editors and known as the *National Municipal League series*. The four volumes thus far published are: *City Government by Commission*, ed. by C. R. Woodruff; *The Initiative, Referendum, and Recall*, ed. by W. B. Munro; *The Regulation of Municipal Utilities*, ed. by C. L. King; *The Social Center*, ed. by E. J. Ward. The League now numbers about 2,600 members of which 230 are organizations.

Galveston inaugurated the commission plan of city government and through its official Board of City Commissioners and also through the voluntary efforts of the Galveston Commercial Association, our vigorous and efficient civic organization, is striving "to encourage honest, progressive, and economical administration of our municipal and county governments." These facts have attracted to our city the attention of the whole country.

The Rosenberg Library strives to aid in this work of up-building by supplying an extensive and carefully selected collection of books and the best periodicals and pamphlets dealing with civic affairs. The head of the reference department is always ready to make available the material on the various questions of municipal management.

Recent Books on Municipal Affairs

- Beard** American city government. 1912.
Munro Government of American cities. 1912.
Howe The city, the hope of democracy. 1905.
Howe European cities at work. 1913.
- Woodruff, ed.** City government by commission. 1911.
Bradford Commission government in American cities. 1911.
Bruere New city government. 1912.
- Childs** Short ballot principles. 1911.
Wilcox Municipal franchises. 2v. 1910-1911.
King, ed. Regulation of municipal utilities. 1912.
Bureau of municipal research, New York. *Metz fund.*
 Handbook of municipal accounting. 1913.
- National conference on city planning.** Proceedings, 1909-1913. v. 1-5.
Robinson Width and arrangement of streets. 1911.
Tillson Street pavements and paving materials.
National housing association. Housing problems in America 1911-1912. v. 1-2.
Crocker Fire prevention. 1912.
- Godfrey** Health of the city. 1910.
Wiley Foods and their adulteration.
Rosenau Milk question. 1912.
Howard The house fly, disease carrier. 1911.
Soper Modern methods of street cleaning. 1909.
Gulick and Ayres Medical inspection of schools. 1913.
- Playground association of America.** Proceedings, 1907-1909. v. 1-3.
Solotaroff Shade-trees in towns and cities. 1911.
- Bostwick** The American public library. 1910.
Perry Wider use of the school plant. 1911.
Ward, ed. Social center. 1913.
Mackaye The civic theatre in relation to the redemption of leisure. 1912.

The following *Special Volumes* of the Annals of the American Academy of Political and Social Science are important: Control of Municipal Public Service Corporations; Public Recreation Facilities; Public Health Movement; Commission Government in American Cities; Efficiency in City Government; Housing and Town Planning.

The library has a good selection of periodicals dealing with city problems. Among them should be named, National Municipal Review, Annals of the American Academy of Political and Social Science, American City, American Economic Review, The Survey, Municipal Engineering, Municipal Journal, Engineering Magazine, and American Architect.

WEST POINT

(Illustrated with the stereopticon)

Tuesday, 10 March 1914, 8 p. m.

LIEUTENANT ROBERT C. RICHARDSON, Jr.,
23rd Infantry

"WEST POINT, N. Y. is on the west bank of the Hudson river, 48 miles from New York City. It is here that the Government has established and maintains the United States Military Academy for the training and education of American boys to become commissioned officers of the United States Army.

"The course is four years with but one vacation at the end of the first two years, and every cadet who passes the course is given a commission as second lieutenant in the army.

"The cadets appointed to West Point come from every walk in life and from every part of the United States. One cadet is appointed from each congressional district, the appointment to be made by the congressman of that district; one cadet is appointed by each senator, and forty by the president who in addition designates one from Porto Rico and four from the Philippine Islands. The cadet is allowed \$709.50 per year, so that his education and maintenance are paid by the Government.

"Over 111 years have elapsed since the foundation of the Academy and it may be safely said that no educational institution of this country has contributed more to the growth and achievement of the nation than West Point."

—Lieutenant Robert C. Richardson, Jr.

Reading List

- Farley** West Point in the early sixties. 1902.
- Schaff** The spirit of old West Point, 1858-1862. 1907.
- Hancock** Life at West Point. 1902.
- Centennial of the United States Military Academy**
at West Point, New York, 1802-1902. 2v.
- Bacon** The Hudson river. 1902.
- Johnson** Picturesque Hudson. 1909.
- Baxter** The new West Point. (Century 68: 333-349. July, 1904.)
- Schuyler** The new West Point: The works of Cram, Goodhue & Ferguson. (Architectural record 29: 87-112.)

Cadet Days, by Gen. Charles King, the West Point stories by Capt. P. B. Malone, and *West Point colors* by Anna B. Warner, are good stories for boys.

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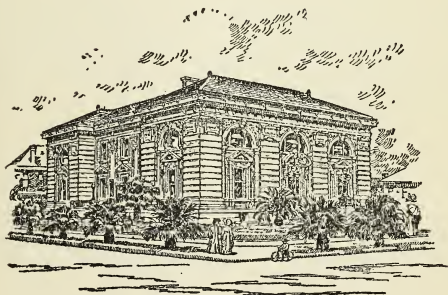
Rosenberg Library

Free Lectures

FREDERICK I. MONSEN, F. R. G. S.

DR. CHARLES ZUEBLIN, Publicist

March—April 1914



Dedication 22 June 1904

LIBRARY LECTURE HALL

GALVESTON, TEXAS

WEST INDIES

(Illustrated with the stereopticon)

Monday, 30 March 1914, 8 p. m.

FREDERICK I. MONSEN, F. R. G. S.

Synopsis of Lecture

A SUMMER cruise in the winter. The palatial ship Victoria Luise. Remarkable change of climate. Getting acquainted. Off Cape Hatteras. Palm Beach in view. The Gulf Stream. Land, ho, Cuba! Morro Castle. Havana and its attractions. En route for Porto Rico. A bit of geography. Deep seas. Early explorations. The Morro of Porto Rico. A beautiful bay. City of San Juan. An excursion to the interior. Wonderful military roads. Coffee and tobacco. Cocoanuts and pineapples. Skirting the coast of Haiti. A beautiful island. A negro republic. The island as God made it, and as the black man has defiled it. Port au Prince. Revolutions to order. The Blue Mountains of Jamaica. Kingston and its blacks. Port Royal and its stirring history. Pirates and buccaneers. Bananas to feed the world. 2,000 miles of macadamized roads. Port Antonio. The Caribbean Sea. Trinidad, the Island Beautiful. The land of the palm and bamboo. Port of Spain. The negro problem. Laboring classes that do not labor. East Indians in the new world. The last of the Caribs. Approach to Martinique. Fort de France. Attractive women of all colors. Birthplace and haunts of Napoleon's first wife. The ruins of St. Pierre. Pelée and its lava-scored slopes.

Reading List

- Ober** Guide to the West Indies and Bermudas. 1908.
- Fiske** West Indies; a history. 1899.
- Rodway** West Indies and the Spanish Main. 1896.
- James** The mulberry tree. 1913.
- Treves** The cradle of the deep. 1908.
- Cuba.** *Oficina del censo*. Cuba: population, history, and resources. 1907.
- Cuba.** *Secretaria de agricultura, comercio y trabajo*. Cuba. 1910.
- Forbes-Lindsay** Cuba and her people of to-day. 1911.
- Aspinall** British West Indies. 1912.
- Hearn** Two years in the French West Indies. 1890.

On the Trail of the Spanish Pioneers

(Illustrated with the stereopticon)

Tuesday, 31 March 1914, 8 p. m.

FREDERICK I. MONSEN, F. R. G. S.

ON THE TRAIL of the Spanish Pioneers'' is the story of the remarkable exploration journey of Coronado who left Mexico early in 1540 traveling and exploring through what is now Arizona, New Mexico, Texas, and Kansas. His trail is followed as far as it can be followed—through Arizona and New Mexico—carrying down to date the conditions of life of the Pueblo Indians, including such pueblos as Zuni, the Hopi settlements, Acoma, Laguna, Isleta, and other Rio Grande pueblos, and Toas. A short sketch of Kit Carson and the city of Santa Fé is given.

Reading List

- | | |
|-----------------|---|
| Coronado | Journey of Coronado, 1540-1542; tr. and ed. by Winship. 1904. |
| Bancroft | History of Arizona and New Mexico, 1530-1888. 1889. |
| Inman | The old Santa Fé Trail. 1899. |
| Hough | The way to the West. 1903. (<i>Chap. on Kit Carson and The Santa Fé Trail.</i>) |
| Abbott | Christopher Carson. 1901. |
| James | Indians of the Painted Desert Region. 1904. |

Government of the Common Life

Monday, 6 April 1914, 8 p. m.

DR. CHARLES ZUEBLIN, Publicist
Boston, Mass.

THERE is probably no country in the world where people talk so much about politics, and think so little, as in our own; and that partly accounts for the fact that, as Mr. Wells has said in his very helpful criticism of America, we do not seem to have the idea of "the state."

Government is the organization for the performance of public business, or the administration of the common life. Public business has no definite limits. It does not merely include those things which are now municipalized or nationalized. All the corporations that are the creatures of the state are performing public business. The state entrusts functions to these organizations because it is not ready itself to perform them.

We must go to the multitude and let them express their aspirations. And when we come to administer this great problem through our government, we shall find that the only dynamic is in democracy. We must have a government that is not only of the people, and for the people, but *by* the people. We have today between us and the administration of our will, the Constitution, the supreme court, the senate, the house of representatives, the cabinet, the president, the city councils, the mayor—nearly all of these political functionaries stand between the people and the expression of their will. Not until we can instruct them, not until we have an educated opinion shall we really govern ourselves.

Reading List

- | | | |
|---------|----------------------------------|-------|
| Smith | Spirit of American government. | 1907. |
| Howe | The city, the hope of democracy. | 1905. |
| Wells | The future in America. | 1906. |
| Lloyd | Man, the social creator. | 1906. |
| Zueblin | Democracy and the overman. | 1910. |

ECONOMIC JUSTICE

Tuesday, 7 April 1914, 8 p. m.

DR. CHARLES ZUEBLIN, Publicist
Boston, Mass.

WE MUST have economic justice for the individual, the family, and society. We can never have economic justice for any of them so long as our standard of measurement is money. Money tells nothing. If money talks, nobody has yet been able to interpret it. If we are twice as rich as we were a few years ago, we are not necessarily more wealthy in terms of weal. Elusive as it sounds, there is no scientific economics which has any other measurement but life.

To secure economic justice for the individual, the family, and society, we must have scientific production, equitable distribution, and discriminating consumption. Scientific production involves not only efficiency in the shop, now attained in not one-tenth of the industries of America, but integration of the different processes and industries, and the maximum life-efficiency of the worker.

We must have equitable distribution as well as scientific production. To accomplish this we shall need organizations both of producers and consumers, and a system of taxation which recognizes the enormous contribution of society and puts financial burdens where they belong.

The touchstone of the whole economic system, however, is discriminating consumption. The consumer pays all the bills, public and private. We cannot have economic justice until all the consumers enjoy in common those things that are necessary to the common life.

Reading List

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|----------------|--------------------------------------|
| Hobson | The social problem. 1901. |
| Hobson | The problem of the unemployed. 1896. |
| Ruskin | Unto this last. 1862. |
| Mackaye | The economy of happiness. 1906. |
| Small | Between eras. 1913. |
| Brooks | The social unrest. 1904. |
| Brooks | American syndicalism. 1913. |

EDUCATION FOR FREEDOM

Wednesday, 8 April 1914, 8 p. m.

DR. CHARLES ZUEBLIN, Publicist
Boston, Mass.

THE LEGACY of the nineteenth century is threefold: Industrial organization, the democratic spirit, the cosmic sense.

Those three great contributions of the past century are reflected in the threefold educational ideal: education for occupation, education for citizenship, education for character. We can have no adequate organization of the life of humanity until the citizen is a worker and the worker a citizen. The waking hours of most Americans are given to the economic struggle, the vast majority being manual workers, driven by necessity, and finding their occupations by accident: hence manual and technical training and vocational courses and bureaus. At last we are awakening to the fact that most children have no time for classical culture and the majority have hitherto received no immediate preparation for their probable callings.

What is the goal for the pupil in education for occupation, citizenship, and character? Is it not also a threefold ideal: creation, service, and harmony? The worker must be neither slave nor automaton, but creator. The fatal American trick of imitation must be supplanted by the spirit of workmanship, induced by the reward of work as well as rewards for work. The citizen must be not merely a perfunctory voter, but a political servant. He is not citizen but parasite if he makes no return to the state for its beneficence. Character is expressed ultimately in the development of a harmonious nature—in harmony with the great economic processes which make life possible, in harmony with one's fellow-men, and in harmony with oneself, with nature, with the great Life-Force.

Reading List

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|------------------|--|
| Wells | Mankind in the making. 1903. |
| Arnold | Culture and anarchy. 1903. |
| Henderson | Education and the larger life. 1902. |
| Dewey | The school and society. 1900. |
| Ashbee | Workshop reconstruction and citizenship. 1894. |
| Fiske | The destiny of man. 1886. |

Reading in Connection with Lectures

IN ORDER to promote the educational value of the Rosenberg Library Free Lectures, the library aims always to have the latest and most important books upon the subject of each lecture and to make these readily accessible to the one who wishes to prepare himself to listen more intelligently or to pursue the subject further than is possible under the guidance of the lecturer in a brief hour or hour and a half. Indeed, with many subjects the lecture may be considered a success if it has accomplished little more than to arouse the interest of the listener so that he will be eager to add to his knowledge through reading. To this end also brief select reading lists are printed in connection with each lecture announcement. These lists represent, however, only a small part of the library's material on each subject. Serious reading and study is further encouraged through the personal helpfulness of the specially trained and experienced head of the Reference Department.

"To my mind the proper function of a lecture is not to give the student all the information he is supposed to require on the subject of the lecture, but to arouse his enthusiasm so that he will be eager to get that information for himself."

—*Sir J. J. Thomson, in an address to the Association of Public School Masters, London.*

Rosenberg Library

Institution chartered by State of Texas and organized with 20 trustees	-	1900
Building dedicated and library opened		1904
Value of library building and present contents, including the site	- -	\$245,000
Number of volumes of books	- -	53,000
Number of pamphlets	- - - -	27,000
Current periodicals received	- -	350
Number of registered borrowers	- -	15,000
Books loaned since June 1904	- -	700,000
Attendance at 180 lectures, 9 years	-	80,000

By the will of Henry Rosenberg, merchant and banker of Galveston, who died in 1893, the residue of his estate was bequeathed to his executors in trust for the foundation and endowment of a free public library under such conditions as to be "most conducive to the improvement, instruction, and elevation of the citizens of Galveston." It is the purpose of the library trustees to build an institution worthy to be considered an important center for the intellectual life and the higher interests of the community.

The Rosenberg Library is both a lending library (23,000 volumes) and a reference library (30,000 volumes). It aims to be in its own field an educational institution serving the needs of all classes of people. There are the several usual library departments (lending, children's, periodical, and reference) with their many activities, such as are to be found in the well-managed and progressive library of today. There is also a lecture department which furnishes a dozen or more free lectures of a high order each year.

All the library privileges are free

Library open 12 hours a day

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Library School
Urbana

ROSENBERG LIBRARY

FREE LECTURES

JEROME HALL RAYMOND, Ph. D.

April 1914



HENRY ROSENBERG, FOUNDER

LIBRARY LECTURE HALL
GALVESTON, TEXAS

The Balkan States: The Tinder-box of Europe

(Illustrated with the stereopticon)

Monday, 20 April 1914, 8 p. m.

JEROME HALL RAYMOND, Ph. D.

Formerly Professor of Sociology, University of Chicago

FOR THE PAST YEAR, the press has been filled with discussions of the Balkan War, and so interest in the nations making up the Balkan Peninsula is intense. In this peninsula, the century-long battle-ground of diverse peoples, each race has sought to preserve its race-life, and the recent struggle is simply a conflict for the preservation and the aggrandizement of these Balkan peoples.

The coming of the Turk into Europe was the signal for a gradual encroachment by the Moslem hordes upon all southeastern Europe, and the late supreme revolt against Turkish rule was the inevitable culmination of Turkish atrocities and Turkish absorption of European territory.

The countries of Montenegro, Serbia, Bulgaria, and Rumania present interesting pictures of diverse nationalities, with characteristic race traits and habits and customs. The next few years will witness these countries taking their places with more advanced European nations, since the struggle in which they have been engaged has brought them into touch with western nations and has taught them much of modern civilization.

Reading List

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| Wright | Two years under the crescent. 1913. |
| Woods | The danger zone of Europe. 1911. |
| Campbell | Balkan War drama. 1913. |
| Sloane | The Balkans: a laboratory of history. 1914. |
| James | With the conquered Turk. 1913. |
| Baker | Passing of the Turkish Empire in Europe. 1913. |
| Macdonald | Czar Ferdinand and his people. 1913. |
| Miller | The Balkans. 1896. |

Mexico: The Tragedy of the Peon

(Illustrated with the stereopticon)

Tuesday, 21 April 1914, 8 p. m.

JEROME HALL RAYMOND, Ph. D.

Formerly Professor of Sociology, University of Chicago

THE PRESENT CONFLICT in Mexico is an agrarian revolution, waged to restore to the laborers of Mexico the land which four centuries ago was taken from them and made into great estates for the Spanish invaders of Mexico. What the working-man of Mexico asks today is a piece of land to till for himself, and this demand is the vital point of the whole revolution. In spite of much that obscures and blurs the mind of the public looking on at the war that is raging in Mexico today, it is clear that the Mexican people will never go back to a system which permits a few to own the land of Mexico. Much of this land is only waste land; much of it only half-tilled; many owners of vast estates do not know how much land they really own. The Mexican is an agricultural laborer by birth and inclination. He is peaceful and wishes to earn his own living on his land. Adjustment of the land question will have to be made before Mexico is at peace.

Reading List

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| Carson | Mexico, the wonderland of the South. 1914. |
| Blichfeldt | A Mexican journey. 1912. |
| Baerlein | Mexico, the land of unrest. 1913. |
| Kirkham | Mexican trails. 1909. |
| Winter | Mexico and her people of to-day. 1912. |
| Enock | Mexico. 1909. |
| Gutierrez de Lara and Pinchoon. | The Mexican people: their struggle for freedom. 1914. |
| Enriquez | Case of Mexico and the policy of President Wilson. 1914. |

THE BALKAN STATES

In its general lines the London-Bucharest settlement of the Near East gives--

SERVIA the east half of Novibazar, Kossovo, and Central Macedonia.

BULGARIA the Upper Struma and the Mesta valleys and part of Western Thrace.

MONTENEGRO the west half of Novibazar, Ipek, and Djakova.

GREECE Epirus, Southern Macedonia, Salonika, and a strip of seaboard in Western Thrace, extending to Kavala.

ALBANIA the Adriatic Coast from Scutari to Chimara and the hinterland thereof to the valley of the Black Drin.

TURKEY retains practically all Thrace east of the Maritza and a semicircle of territory west of it, as a "glacis" for Adrianople fortress.

RUMANIA takes from Bulgaria a further strip of territory between the Danube and the Black Sea.

Hazell's annual, 1914.

MEXICO

Leading Historical Events

Invasion of Cortés 1519.

Conquest of the capital 1521.

The country made a Spanish colony under the name of New Spain (a viceroyalty after 1535)

Revolution under Hidalgo begun 1810, partially suppressed 1815.

Guerrilla warfare until the revolution under Iturbide in 1821.

Last Spanish viceroy deposed 1821.

Empire under Iturbide 1822-1823.

Secession of Texas 1836.

War with the United States 1846-1848.

Frequent changes of government for some time.

Foreign intervention 1861.

War with France commenced in 1862.

Empire under Maximilian (upheld by French troops) 1864-1867.

French troops withdrawn 1867.

Restoration of the republic 1867.

Revolution of 1910 to date.

Century cyclopedia of names.

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University of
Library School

ROSENBERG LIBRARY

FREE LECTURES

during the
CHRISTMAS HOLIDAYS, 1914

Jerome Hall Raymond, Ph. D.
Lecturer in Political Science

Six Lectures Illustrated with Colored
Stereopticon Slides
on

Northern European States and Their Problems



Library Lecture Hall, 8:00 p. m.
GALVESTON, TEXAS

“I have always thought of Christmas-time, when it has come round,—apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that,—as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys.”

—*Charles Dickens' Christmas Carol.*

IRELAND:

The Struggles of an Unsubdued Race

Illustrated with colored stereopticon slides

Saturday, 26 December, 1914, 8 p. m.

FROM earliest times, the history of the Little Green Isle has been intensely dramatic, a tragic note always predominating. Although the Irish people have been repeatedly conquered, they have always survived and surmounted their humiliations, and today Ireland presents to the world the spectacle of a civilization unique and virile, possessing those same elements of nationality which have kept the Irish people from being eliminated by alien forces.

Ireland is a little land, but it has a rich inheritance, natural and cultural, though poverty and famine and political dependence have prevented the Irish people from entering into the full measure of that inheritance. For long years, the Irish have dreamed of ruling their own land, and at last the Home Rule Bill has become a fact.

With this Bill providing a legitimate field for the political activities of the people; with beneficent and far-reaching changes in agriculture all over Ireland; and with the flowering of Gaelic literature ancient and modern to provide intellectual and artistic stimulus, the Irish people are assured of a future which should make them forget their dark and troubled past, in the prospect of strengthened nationality and of clearer and better national ideals.

Reading List

McCarthy	Ireland and her story. 1903.
Gwynn	The fair hills of Ireland. 1906.
Green	Irish nationality. 1911.
Lawless	Ireland. 1902.
Morris	Ireland, 1798-1898. 1898.
Chart	The story of Dublin. 1907.
Johnson	The Isle of the Shamrock. 1901.
Bayne	On an Irish jaunting-car through Donegal and Connemara. 1902.
Birmingham	The lighter side of Irish life. 1912.
Synge	The Aran islands. 1911.
MacManus	In chimney corners. 1899.
Yeats	Poetical works. 2v. 1906-7.
Gregory	Irish folk-history plays. 2v. 1912.

SCOTLAND:

Its Ancient Lore and Modern Life

*"Land of brown heath and shaggy wood,
Land of the mountain and the flood!"*

Illustrated with colored stereopticon slides

Monday, 28 December, 1914, 8. p. m.

AROUND Scotland, linger Romance and Poetry, Legend and Song. No land is more beloved, for round it hover tales of Scottish heroes, of minstrelsy, of moldering castles which once echoed with martial din or gallant love-song. Every foot of sod in Scotland is consecrated to the renown of deeds of valor, of love, of chivalry. The glittering knights and fair ladies immortalized by Sir Walter Scott, the sturdy lays of Robert Burns, who sung of man's worth and the dignity of labor—these will be eternally treasured by the people of Scotland and of the whole world.

But Scotland is more than an ancient land, a museum of romantic memories. It possesses something more than literary or military reminders. It possesses a healthy, wholesome civic life. It has beautiful, modern cities, in which the most progressive experiments are being carried on—experiments which have for their ultimate end and aim the welfare of Scotland's people, their health, their housing, their intellectual life. Glasgow is often cited as the world's model city.

Reading List

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|-------------------|--|
| Lang | A short history of Scotland. 1911. |
| Mackintosh | Scotland from the earliest times to the present century. 1902. |
| Fraprie | The castles and keeps of Scotland. 1907. |
| Velteh | The history and poetry of the Scottish border. 1893. |
| Maxwell | Robert the Bruce and the struggle for Scottish independence. 1903. |
| Johnson | The land of heather. 1904. |
| Moncrieff | Heart of Scotland. |
| Stevenson | Edinburgh. 1895. |
| Olcott | The country of Sir Walter Scott. 1913. |
| Dougall | The Burns country. 1904. |
| Burns | Poems, songs, and letters. 1879. |
| Millar | A literary history of Scotland. 1903. |

HOLLAND:

The Birthplace of Civil and Religious Liberty

Illustrated with colored stereopticon slides

Tuesday, 29 December, 1914, 8 p. m.

LITTLE Holland is a shining example of courage and progress in the face of almost overwhelming odds,—a small area of land saved from the sea; renowned for its stubborn resistance to storm and wave and wreck, which, at times, have threatened to efface land and people.

Not only has Holland bravely resisted the fierce encroachments of the sea. Not less bravely and persistently have the Dutch people resisted political and intellectual despotism, preserving a priceless possession of civil and religious liberty which for long years has been an example to other nations and peoples.

Holland is a sort of Mecca toward which travelers journey,—a Mecca of all things interesting and curious. Holland has much to show to the world. It has quaint canals and windmills and low-lying pastures. It has picturesque cities filled with thriving people. It possesses a school of art unsurpassed among schools of art, for truth and beauty and vital human interest. Dutch art is the blossom of all the experiences which Holland has undergone; the embodiment of its past labors and sufferings, its hatred of tyranny, its present ideals of liberty and progress.

Reading List

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|------------------|--|
| Motley | The rise of the Dutch republic. 3v. 1903. |
| Griffis | Brave little Holland, and what she taught us. 1894. |
| Griffis | Young people's history of Holland. 1903. |
| Griffis | The Pilgrims in their three homes. 1898. |
| Griffis | The American in Holland. 1900. |
| Rogers | The story of Holland. 1902. |
| Hough | Dutch life in town and country. 1901. |
| Lucas | A wanderer in Holland. 1905. |
| Meldrum | Holland and the Hollanders. 1904. |
| Amicis | Holland and its people. 1880. |
| Hare | Sketches in Holland and Scandinavia. 1885. |
| Singleton | Holland as seen and described by famous writers. 1906. |

FINLAND:

Progress in the Midst of Oppression

Illustrated with colored stereopticon slides

Wednesday, 30 December, 1914, 8 p. m.

NO more remarkable example of the persistence of nationality has been given the world than that of the little northern land of Finland. Though Finland is a Grand-Duchy of Russia, dependent for its very existence on the will of the Tsar, it has still preserved to a very remarkable degree, its peculiar and characteristic nationality, and has developed the most advanced systems of education and of governmental activities.

Finland has endured untold humiliation and suffering at the hands of the Russian autocracy. Yet while the victim of oppression and greed and cruelty, the soul of the little land has seemed to expand and bloom. The Finnish people, like the Norwegians, are highly educated, and have even developed a school of art which is noted for its strength and seriousness. Women hold a very high place in Finland, having all the rights and privileges possessed by the male citizens. The highest ethical ideals prevail in all ranks of life, a strongly developed humanitarianism characterizing all recent educational and political movements.

Reading List

Frederiksen	Finland. 1902.
Renwick	Finland today. 1911.
Young	Finland, the land of a thousand lakes. 1912.
De Windt	Finland as it is. 1901.
Thomson	Finland. 1909.
Scott	Through Finland to St. Petersburg. 1909.
Travers	Letters from Finland. 1912.
Tweedie	Through Finland in carts. 1897
Vincent	Norsk, Lapp, and Finn. 1890.

NORWAY:

The Rejuvenation of an Ancient Land

Illustrated with colored stereopticon slides

Thursday, 31 December, 1914, 8 p. m.

NORWAY is the Wonderland of the North, being unsurpassed for the marvellous beauty of its scenery—its majestic mountains and swift, mountain rivers, its white and glittering waterfalls and its glorious blue fiords.

Norway is the old Land of the Vikings, those stern, rugged sea-kings, who loved to battle with the elements and with their savage foes, and who have left to their descendants, the Norwegians of today, a splendid legacy of physical beauty and virility.

This virility is evinced in the remarkable progress made by the Norwegian people during the past few years. The cities of Norway are beautiful, clean, modern and progressive. The Norwegian people are sober, industrious and thrifty to an extraordinary degree. They have no illiteracy, possessing a passion for education and culture. They are democratic to an almost ideal degree. This democracy is seen in all their activities, municipal and national, women participating in all departments of life on an equality with men.

Reading List

Loyesen	Norway. 1899.
Turtis	Denmark, Norway, and Sweden. 1903.
Putnam	A Norwegian ramble among the fjords, fjelds, mountains, and glaciers. 1904.
Monroe	In viking land. 1908.
Pees	Peaks and pines. 1899.
Spender	Two winters in Norway. 1902.
Vood	Norwegian by-ways. 1903.
Langman	Norway. 1905.

ICELAND:

The Battle-Ground of Man and Nature

Illustrated with colored stereopticon slides

Friday, 1 January, 1915, 8 p. m.

THE inhabitants of Iceland are descendants of the stalwart Vikings who colonized this far northern island a thousand years ago. In character and physique the Icelanders strongly resemble their rugged ancestors. And indeed strength and courage are indispensable in Iceland, where the battle with hunger and cold, with the winds and the waves, must be constantly fought, and where unremitting vigilance is necessary to preserve life. This incessant struggle with the harsh and bitter elements has developed a peculiar type of civilization—a civilization in many respects modern and progressive, in others primitive.

Iceland is a dependency of Denmark, held however, by a very slender thread. It is so nearly a republic that one wonders at the persistent survival of resentment toward Denmark, which, in recent years, has used every means to placate the Icelanders, who now have all their ancient rights restored, and possess as democratic a government as can be found in Europe outside the republics. Memories of the old days of Danish exploitation of Iceland still linger in the hearts and minds of Iceland's people, and this note of unrest and dissatisfaction is evident in every phase of Icelandic life.

Iceland is one of the vacation-grounds of the world, and more and more travelers will seek it for its majestic beauty and interesting geological features.

Reading List

Blisiker	Across Iceland. 1902.
Russell	Iceland: horseback tours in Saga land. 1914.
Annandale	The Faroes and Iceland. 1905.
Howell	Icelandic pictures drawn with pen and pencil. 1893.
Dufferin	A yacht voyage. 1878.
Anderson	Viking tales of the North. 1901.
Dasent, tr.	Story of Burnt Njal, from the Icelandic of the Njals Saga. 1900.

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Rosenberg Library

Free Lectures

List of Lectures and Lecturers

DURING

The Ten Seasons 1905-1914

From the Beginning of the Work to the Present

"To my mind the proper function of a lecture is not to give the student all the information he is supposed to require on the subject of the lecture, but to arouse his enthusiasm so that he will be eager to get that information for himself."

— *Sir J. J. Thomson, in an address to the Association of Public School Masters, London.*

GALVESTON, TEXAS

December, 1914

The Lecture Department

and its plans for a system of popular instructive lectures

IN MAKING PLANS for the foundation of a broad institution to fulfill the purposes of the notable library bequest of Henry Rosenberg, the directors, besides providing for the other departments of library activity, have also recognized the great practical and cultural benefit to the people of the community to be derived from frequent instructive, popular lectures "upon practical, literary, and scientific subjects," as suggested in the will itself. As in all the work of the institution, the primary aim of the lecture department is educational. While it is desired that the Rosenberg Library free lectures (all the privileges of the institution are free) shall be interesting and popular in the best sense, and frequently illustrated by stereopticon views, yet it is intended that they shall be of such high order of merit as to attract and interest the thoughtful and the studious. It is regarded of much importance that a lecturer should have the happy faculty of presenting his subject in a pleasing manner, but it is believed to be of still greater importance that he should have something of consequence to present. It is necessary to be able to say a thing well, but it is more necessary to have something worth while to say. It is very desirable that the Rosenberg Library free lectures should be interesting and pleasing, but it is even more desirable that they should be significant and instructive—food for the intellectual life.

At the beginning of this work it was hoped that we could enlist in our service as lecturers strong and able men of university standing and others of equal learning and power. It was the intention of the library authorities to invite to our lecture platform eminent men of high qualifications in the various departments of life whose study and experience have brought to them authoritative information and the power to inspire. It was at once recognized, however, that, as we are at a distance from the centers of education and learning and industrial activity, it would be no easy task to secure the high quality of public service that we desire. It is especially difficult in those cases where it is necessary first to form a lecture circuit of five or six cities in order to induce a desired lecturer to come to Texas at all. Yet in spite of the difficulties it has been found possible, as we hoped, to secure the services from time to time of able and distinguished lecturers.

In developing a system of library lectures at the Rosenberg Library it is intended that these shall eventually embrace a wide range of subjects of general interest. Literature, education, art, travel

history, government, economics, finance, charities, and municipal affairs will receive their share of attention. The natural and physical sciences in their popular aspects, the various industries, especially those of our own state and country, commerce by land and sea, important engineering enterprises and public works, significant new movements and events, and all timely topics relating to the work and thought of the present-day world are considered very desirable subjects for library lectures.

The Notable Interest and Large Attendance

At the free lectures conducted by the Rosenberg Library during these ten years have been very encouraging to the library management. It is encouraging that so many of our people have come to expect a good standard of merit in the library lectures and take pains to read on the lecture subjects both before and after the lectures in order to profit more by what they hear from the lecture platform. And it is also encouraging that so many people are expecting of our lecturers that they shall first of all have something to say that is worth while and in addition that they shall know how to say it in an interesting and a reasonably acceptable manner. During the last few years large interest has grown up in all parts of the country in the various phases of "adult education." One of the most important phases of adult education is shown in such work as that of our library lecture department.

It is the intention of the library authorities to arrange for these instructive lectures well in advance, in order that the lecturers may have ample time for thorough preparation, and in order that the library may have time to secure any additional books that may be needed to represent the subjects, and to print (if practicable) good, select reading lists in connection with carefully prepared lecture announcements. Experience has shown that a good instructive lecture is always more fully appreciated and enjoyed when there has been thoughtful preparation by reading and study. To this end and to encourage also subsequent study, brief, select reading lists are presented in the lecture announcements. The library aids serious reading and study in connection with its lectures also through the personal helpfulness of the specially trained and experienced head of the Reference Department. A syllabus, a question and answer discussion immediately after the lecture, and other special features of university extension lectures, are considered of exceptional value and are introduced whenever practicable.

Ten Years' Lectures

DURING THE TEN YEARS of work of the Lecture Department the lectures have been very popular, with an unusually large attendance. The library has had about 100 different lecturers, and about 200 lectures have been given with a total attendance of over 85,000. This is an average of about 425 at each lecture, a much larger attendance than was anticipated when the lecture work was inaugurated. The lectures are given in the library lecture hall, seating about 700 people, generally in the evening at eight o'clock. A number of lectures designed especially for children have been given during the daytime. The library lectures are often illustrated with stereopticon, blackboard, scientific experiments, or otherwise.

Lists of lectures follow, one alphabetic by lecturers and the other in the order of seasons. In addition to those mentioned in these lists, there have been given for the benefit of the public school children, about a dozen illustrated lectures by the school principals and others, on the City of Washington, on Early American History, and other subjects. Ernest Thompson Seton on one occasion told Animal Stories to the children, Mr. B. R. Baumgardt gave an illustrated lecture entitled, The Stars Told to Children, and Miss Mildred Lewis Rutherford, of Athens, Ga., spoke to the children, on Patriotism, Miss Alice Goddard, instructor in the Pittsburgh Training School for Children's Librarians, gave two delightful story hours. During the Tuberculosis Exhibit shown at the library December 18 to 22, 1908, there were 12 lectures given by the gentlemen in charge of it, Mr. George J. Nelbach of New York and Mr. J. N. Wilkerson of Fort Worth. These lectures to school children and the general public were generally illustrated with the stereopticon.

It has been the custom of the library to observe in some appropriate way one day each year as Rosenberg Day on which exercises commemorating the gifts of Henry Rosenberg to the city of Galveston are held in the library lecture hall. These exercises consist of vocal and instrumental music and an address. The day set aside as Founder's Day is May first, and is observed as a holiday by the public schools as well as the library. The speakers at the dedication of the library June 22, 1904, the birthday of the founder were Colonel M. F. Mott, Hon. Arthur Lefevre, and Judge M. E. Kleberg. At the various Rosenberg Day celebrations the speakers have been Mr. Charles R. Macgill, Rabbi Henry Cohen, Mr. John T. Wheeler, Mr. Eugene A. Hawkins, Mr. F. Charles Hume, Jr., Hon. Yancey Lewis, President Sidney E. Mezes, University of Texas Dr. J. J. Terrill, and Hon. Clarence Ousley, Chairman of the Board of Regents of the University of Texas.

The Library Lecturers

A. E. AUSTIN, M. D., *Professor of Chemistry and Toxicology, Department of Medicine, University of Texas.*

Use of adulterants and preservatives in foods. (Scientific experiments.) 1909.

STOCKTON AXSON, Litt. D., *Professor of English Literature, Rice Institute, Lecturer on English, Princeton University.*

Robert Louis Stevenson. (A Rice Institute university extension lecture.) 1914.

HENRY TURNER BAILEY, *Director Chautauqua School of Arts and Crafts, Editor of the School Arts Magazine, and Something to Do.*

Beauty in common things; the perception of beauty of form in nature and in manufactured objects. (Blackboard drawings.) 1911.

Our architectural inheritance; the elements of use and beauty which have come down to us from the seven great builders. (Blackboard drawings.) 1911.

O. M. BALL, Ph. D. (Leipzig), *Professor of Biology, Agricultural and Mechanical College of Texas, College Station.*

From the lifeless to the living. (How the principal food substance of living things is made by the plant from the lifeless mineral matter of the soil. Drawings and specimens.) 1911.

EDGAR J. BANKS, Ph. D., *Explorer, Orientalist, Lecturer; Field Director of Babylonian Expedition of University of Chicago to Bismya, 1903; formerly American Consul at Bagdad.*

The Orient, past and present. (Stereopticon.) 1912. Six weekly lectures:

1. **Arabia:** the desert and the Bedouins.
2. **Turkey:** the sultan and his people.
3. **India,** the land of temples.
4. **Egypt:** the Valley of the Nile. (4 and 8 p. m.)
5. **Bismya,** the oldest city in the world. (4 and 8 p. m.)
6. **Nineveh and Babylon:** their buried palaces and libraries. (4 and 8 p. m.)

Palestine, old and new. (Stereopticon.) 1913.

Turkey and the Turks. (Supplementing Dr. Banks' archaeological lecture of 1912, and treating of later conditions. Stereopticon.) 1913.

Wanderings in Greece. (Stereopticon.) 1913.

WILLIAM J. BATTLE, Ph. D., *Professor of Greek, Dean of the Faculty, University of Texas.*

The Acropolis of Athens. (Stereopticon.) 1906.

Athens, the soul of Greece. (Stereopticon.) 1913.

R. BAUMGARDT, *Traveler and Lecturer, Los Angeles.*

The fjelds and fjords of Norway. (Stereopticon.) 1914.

Napoleon Bonaparte, conqueror and captive of the earth. (Stereopticon.) 1914.

HARRY Y. BENEDICT, *Professor of Applied Mathematics, Dean of the College of Arts, University of Texas.*

A ramble through space. (Astronomy. Stereopticon.) 1906.

The solar system. (Stereopticon.) 1908.

The Yellowstone National Park. (Stereopticon.) 1911.

ARTHUR E. BESTOR, B. A., *Director Chautauqua Institution.*

The United States as a world power. 1911.

The new patriotism. 1911.

J. C. BLAKE, Ph. D., *Professor of Chemistry, Agricultural and Mechanical College of Texas, College Station.*

Chemical engineering. (Stereopticon and exhibits.) 1910.

N. H. BROWN, Ph. D., *Professor of Physics and Electrical Engineering, Agricultural and Mechanical College of Texas, College Station.*

Wireless telegraphy. (Stereopticon.) 1908.

JAMES CARROLL, M. D., *Bacteriologist of U. S. Army Medical Museum and Medical School, Washington, D. C.*

Spread of yellow fever. 1905.

WILLIAM S. CARTER, M. D., *Dean of the Department of Medicine, University of Texas, Professor of Physiology.*

Milk supply of cities and its relation to public health. (Stereopticon.) 1907.

Drinking water and the water supply of cities. (Stereopticon.) 1908.

The prevention of typhoid fever. (Stereopticon.) 1913.

CHARLES UPSON CLARK, Ph. D., *Assistant Professor of Latin, Yale University.*

Spain: her grandeur and romance. (Stereopticon.) 1909.
Two lectures:

1. **From the Pyrenees to Madrid.**
2. **Andalusian vistas.**

Venice. (Stereopticon) 1911. Two lectures:

1. **Among the lagoons; St. Mark's and the Grand Canal.**
2. **The painters of Venice.**

HENRY COHEN, *Rabbi of Congregation B'nai Israel, Galveston.*

Rudyard Kipling. 1906.

Robert Burns, 1759-1796. 1910.

L. B. COOK, *Assistant in Charge of Market Milk Investigations, U. S. Bureau of Animal Industry, Washington, D. C.*

From cow to consumer. (Clean milk. Stereopticon.) 1913.

HENRY S. CURTIS, Ph. D., *Clark University, Worcester, Mass.*

The playground movement and its significance. (Stereopticon.) 1910.

The school playground and the curriculum of play as seen in Germany, England, and America. (Stereopticon.) 1912.

CHARLES WILLIAM DABNEY, Ph. D., LL.D., *President University of Cincinnati.*

Education in real life for real life. 1910.

KELLOGG DURLAND, *American correspondent in Russia at time of first Duma, and author.*

Russia in revolution. (Stereopticon.) 1907.

CHARLES WILLIAM ELIOT, LL.D., Ph. D., *President Emeritus of Harvard University.*

The commission form of city government with special reference to Galveston's leadership. 1909.

A. CASWELL ELLIS, Ph. D., *Professor of the Philosophy of Education, University of Texas.*

New conceptions of education gained from modern science. 1910.

The cause and control of our emotions. 1912.

The school as a civic and social center. (Stereopticon.) 1913.

EDWIN W. FAY, Ph. D., *Professor of Latin, University of Texas.*

Vesuvius and Pompeii. (Stereopticon.) 1909.

JOHN A. FOX, *Special Representative of National Rivers and Harbors Congress.*

Waterways and the work of the National Rivers and Harbors Congress. (Map.) 1908.

MARVIN L. GRAVES, M.D., *Professor of Medicine, Lecturer on Nervous and Mental Diseases, Department of Medicine, University of Texas; formerly Superintendent of Southwestern Insane Asylum, San Antonio.*

Care of the insane in Texas. 1905.

HARRY A. GREENE, *President of Federation of Tree-Growing Clubs of America, Monterey, California.*

Trees and tree-growing. 1911.

GLENN W. HERRICK, B.S., *State Entomologist, Professor of Entomology, Agricultural and Mechanical College of Texas, College Station.*

Relation of insects to disease. (Stereopticon.) 1909.

NEWELL DWIGHT HILLIS, D. D., *Pastor of Plymouth Church, Brooklyn.*

The new art movement and the education of society through the diffusion of the beautiful. 1912.

The new Germany. 1912.

ELLSWORTH HUNTINGTON, Ph. D., *Assistant Professor of Geography, Yale University.*

The untamed inner border of Palestine. (Stereopticon.) 1910.

ABRAM S. ISAACS, *Professor of German Literature, New York University.*

Heinrich Heine. (Stereopticon.) 1907.

TOYOKICHI IYENAGA, Ph. D., *Lecturer Columbia University; Professorial Lecturer on Political Science, University of Chicago, 1901-12.*

Oriental capitals. (Stereopticon.) 1910. Six weekly lectures:

1. **Tokyo**: exponent of western liberalism.
2. **Osaka**: Japan's commercial and industrial metropolis.
3. **Mukden**: Manchuria and the West.
4. **Peking**: battlefield between the old and new.
5. **Hankow**: center of new China.
6. **Teheran**: the Koran and the Constitution.

JENKIN LLOYD JONES, LL. D., *Lecturer, Author, Editor; Pastor of All Souls' Church, Chicago; Leader of Abraham Lincoln Centre, Chicago.*

Victor Hugo, the prophet of liberty in the nineteenth century. 1905.

Henrik Ibsen. 1905.

Leo Tolstoi. 1905.

Sidney Lanier. (With readings from his works.) 1905.

Charles Dickens, 1812-1870. 1913. Three lectures:

1. **Charles Dickens**, the man; an introductory lecture.
2. **Charles Dickens**, the sociologist; a study of Little Dorrit.
3. **Charles Dickens**, the democrat; a study of A Tale of Two Cities.

LINDLEY MILLER KEASBEY, Ph. D., *Professor of Institutional History, University of Texas.*

Dollars and democracy; American ideals of equality and coöperation. 1906.

WILLIAM KEILLER, F. R. C. S. (Edinburgh), *Professor of Anatomy, Department of Medicine, University of Texas.*

Patent medicine evil. (Stereopticon.) 1907.

The sanatorium treatment of consumption. (Stereopticon.) 1910.

GEORGE LYMAN KITTREDGE, LL. D., Litt. D., *Professor of English, Harvard University.*

Macbeth. 1913.

JOHN AVERY LOMAX, M. A., *Secretary of the Faculties, University of Texas; Sheldon Fellow for the Investigation of American Ballads, Harvard University.*

The songs of the cowboy. 1913.

SEUMAS MACMANUS, *Schoolmaster, Author, Lecturer, Story-teller.*

A merry ramble in Ireland. (Stereopticon.) 1912.

An Irish story-telling 1912.

WILLIAM T. MATHER, Ph. D. *Professor of Physics, University of Texas.*

The making of paper. (Stereopticon.) 1908.

SIDNEY EDWARD MEZES, Ph. D., LL. D., *President University of Texas.*

Practical education, the education that is necessary in a democracy. 1906.

- FREDERICK I. MONSEN**, F. R. G. S., *Traveler and Explorer, New York.*
West Indies. (Stereopticon,) 1914.
On the trail of the Spanish pioneers. (Stereopticon.) 1914.
- THOMAS H. MONTGOMERY**, Ph. D., *Professor of Zoology, University of Texas.*
The practical value of pure science. 1908.
- SETH M. MORRIS**, M. D., *Professor of Ophthalmology and Otolaryngology, Department of Medicine, University of Texas.*
The X-ray. (Stereopticon and experiments.) 1907.
- FRANK ALVAH PARSONS**, *President of New York School of Fine and Applied Art.*
The how and why of an artistic home. (The subject presented with illustrative material such as fabrics, floor and wall coverings, etc.) 1913.
Period facts in art and their application to modern homes. (Stereopticon.) 1914.
- BLISS PERRY**, Litt. D., *Professor of English Literature, Harvard University; Editor Atlantic Monthly, 1899-1909; American Lecturer in the French Universities, 1909-1910.*
Edgar Allan Poe. 1911.
- WILLIAM B. PHILLIPS**, Ph. D., *Director of the Bureau of Economic Geology and Technology, University of Texas.*
Mineral resources of Texas. (Stereopticon.) 1905.
- OSCAR H. PLANT**, M. D., *Lecturer on Dietetics and Demonstrator of Physiology, Department of Medicine, University of Texas.*
The foods of our everyday diet. (Stereopticon.) 1909.
- HARRY H. POWERS**, Ph. D., *President Bureau of University Travel, Boston.*
Michelangelo and the Sistine ceiling. (Stereopticon.) 1909.
- J. ADAMS PUFFER**, B. A. (Wesleyan), *Scholar and Fellow in Psychology and Pedagogy, Clark University, Worcester, Mass.; Vocational Expert; Director Beacon Vocation Bureau, Boston.*
Boy problems; educational methods of checking delinquency. 1910.
- JEROME HALL RAYMOND**, Ph. D., *Lecturer in Political Science.*
European capitals and their social significance. (Stereopticon. After-lecture discussion.) 1908. Six weekly lectures:
 1. **Constantinople:** despotism and disintegration.
 2. **St. Petersburg:** autocracy and nihilism.
 3. **Vienna:** feudalism and democracy.
 4. **Berlin:** militarism and socialism.
 5. **Paris:** liberalism and nationalism. (4 and 8 p. m.)
 6. **London:** imperialism and progressivism. (4 and 8 p. m.)

Raymond, continued.

European capitals and their social significance, Part 2. (Stereopticon.) 1909. Six weekly lectures. (Each lecture given twice, 4 and 8 p. m.):

1. **Athens**: the revival of Hellenism.
2. **Rome**: the renaissance of self-government.
3. **Copenhagen**: the progress of the North.
4. **Berne**: the triumph of democracy.
5. **Brussels**: the conflict with clericalism.
6. **Madrid**: the evolution of freedom.

The Balkan States: the tinder-box of Europe. (Stereopticon.) 1914.

Mexico: the tragedy of the peon. (Stereopticon.) 1914.

ROBERT C. RICHARDSON, Jr., *First Lieutenant, 23rd Infantry.*

West Point. (Stereopticon.) 1914.

ELLIOTT SCHENCK, *Wagnerian Conductor of Savage's English Grand Opera Company.*

Tannhäuser. (Illustrated at the piano.) 1906.

CHARLES WALTON SEYMOUR.

Columbus. 1914.

Francisco Pizarro. 1914.

La Salle. 1914.

MRS. J. B. SHERWOOD, *Chicago, Former Chairman Art Committee of General Federation of Women's Clubs.*

Florence, the art city of Tuscany. (Stereopticon.) 1912.

THOMAS WHITNEY SURETTE, *Staff Lecturer on Music for Oxford University Extension Delegation, etc.*

Music in its relation to life. (Illustrated at the piano.) 1914.

What part should music have in education? (Illustrated at the piano.) 1914.

Beethoven. (Illustrated at the piano.) 1914.

JAMES J. TERRILL, M. D., *Professor of Pathology, Department of Medicine, University of Texas.*

Bacteria and how to destroy them. (Stereopticon.) 1908.

Disinfection; or, Getting rid of germs. (Stereopticon.) 1911.

J. G. CARTER TROOP, *Professor of English Literature, Trinity College, University of Toronto.*

Great English novelists of the nineteenth century. (Afternoon study class.) 1906. Introductory and six weekly lectures:

Evolution of the novel; an introductory lecture.

1. **Sir Walter Scott.**
2. **Charles Dickens.**
3. **William Makepeace Thackeray.**
4. **George Eliot.**
5. **Robert Louis Stevenson.**
6. **The short story**, (Kipling, etc.)

Troop, continued.

Shakespeare: typical comedies and tragedies. (Afternoon study class.) 1907. Introductory and six weekly lectures:

Shakespeare and his predecessors; an introductory lecture.

1. **Falstaff in Henry IV and The Merry Wives of Windsor.**
2. **Julius Cæsar.**
3. **As you like it.**
4. **Othello.**
5. **Twelfth night.**
6. **Macbeth.**

The drama of to-day. 1913. Six weekly lectures:

1. **Henrik Ibsen, 1828-1906.**
2. **Edmond Rostand, 1869-**
3. **Maurice Maeterlinck, 1862-**
4. **Bernard Shaw, 1856-**
5. **John Galsworthy, 1867-**
6. **James Matthew Barrie, 1860-**

FLORENCE WARD, *Fort Worth Kindergarten Training School.*

The kindergarten. 1905.

HOWARD EVARTS WEED, *Landscape Architect, Chicago.*
A more beautiful Galveston. (Stereopticon.) 1909.

CLINTON ROGERS WOODRUFF, *Secretary National Municipal League, Vice-President American Civic Association, Editor National Municipal Review.*
City Planning. 1912.
Efficiency in city government. 1914.

ELLSWORTH WOODWARD, *Director of Art Department, Newcomb College, Tulane University, New Orleans.*
How to understand and enjoy pictures. (Stereopticon.) 1910.

CREE T. WORK, *President College of Industrial Arts, Denton, Texas.*
Manual and industrial education. (Stereopticon.) 1907.

JAMES YOUNG, *of the Viola Allen Company.*
Shylock. (Lecture and readings.) 1905.

CHARLES ZUEBLIN, *Publicist.*
Democratic culture. 1910.

The twentieth century city. (Stereopticon.) 1910.

Democratic education. 1911. Four lectures:

1. **Education and science.**
2. **Education and literature.**
3. **Education and industry.**
4. **Education and life.**

William Morris, the master craftsman. (Stereopticon.) 1913.

John Ruskin, the social economist. 1913.

Equal suffrage. 1913.

Government of the common life. 1914.

Economic justice. 1914.

Education for freedom. 1914.

The Ten Seasons of Lectures

First Season, 1905

Jones	Victor Hugo.
Jones	Henrik Ibsen.
Jones	Leo Tolstoi.
Jones	Sidney Lanier.
Graves	Care of the insane in Texas.
Young	Shylock.
Ward	The kindergarten.
Carroll	Spread of yellow fever.
Phillips	Mineral resources of Texas.

Second Season, 1906

Cohen	Rudyard Kipling.
Schenck	Tannhäuser.
Mezes	Practical education, the education that is necessary in a democracy.
Benedict	A ramble through space. (Astronomy.)
Battle	The Acropolis of Athens.
Keasbey	Dollars and democracy.
Troop	Great English novelists of the nineteenth century: Evolution of the novel; an introductory lecture. Sir Walter Scott. Charles Dickens. William Makepeace Thackeray. George Eliot. Robert Louis Stevenson. The short story, (Kipling, etc.)

Third Season, 1907

Carter	Milk supply of cities and its relation to public health.
Keiller	Patent medicine evil.
Morris	The X-ray.
Troop	Shakespeare; typical comedies and tragedies: Shakespeare and his predecessors; an introductory lecture. Falstaff in Henry IV and The Merry Wives of Windsor. Julius Cæsar. As you like it. Othello. Twelfth night. Macbeth.
Work	Manual and industrial education.
Durland	Russia in revolution.

Fourth Season, 1908

(Season began November, 1907)

Isaacs	Heinrich Heine.
Benedict	The solar system.
Montgomery	The practical value of pure science.
Mather	The making of paper.
Brown	Wireless telegraphy.
Terrill	Bacteria and how to destroy them.
Carter	Drinking water and the water supply of cities.

- Raymond** European capitals and their social significance:
 Constantinople: despotism and disintegration.
 St. Petersburg: autocracy and nihilism.
 Vienna: feudalism and democracy.
 Berlin: militarism and socialism.
 Paris: liberalism and nationalism.
 London: imperialism and progressivism.
- Fox** Waterways and the work of the National Rivers
 and Harbors Congress.

Fifth Season, 1909

- Powers** Michelangelo and the Sistine ceiling.
Plant The foods of our everyday diet.
Austin Use of adulterants and preservatives in foods.
Herrick Relation of insects to disease.
Fay Vesuvius and Pompeii.
Raymond European capitals and their social significance,
 Part 2:
 Athens: the revival of Hellenism.
 Rome: the renaissance of self-government.
 Copenhagen: the progress of the North.
 Berne: the triumph of democracy.
 Brussels: the conflict with clericalism.
 Madrid: the evolution of freedom.
- Eliot** The commission form of city government with
 special reference to Galveston's leadership.

Sixth Season, 1910

(Season began December, 1909)

- Weed** A more beautiful Galveston.
Clark Spain; her grandeur and romance:
 From the Pyrenees to Madrid.
 Andalusian vistas.
- Ellis** New conceptions of education gained from modern
 science.
- Keiller** The sanatorium treatment of consumption.
Puffer Boy problems; educational methods of checking delinquency.
- Blake** Chemical engineering.
Woodward How to understand and enjoy pictures.
Cohen Robert Burns, 1759-1796.
Iyenaga Oriental capitals:
 Tokyo: exponent of western liberalism.
 Osaka: Japan's commercial and industrial metropolis.
 Mukden: Manchuria and the West.
 Peking: battlefield between the old and new.
 Hankow: center of new China.
 Teheran: the Koran and the Constitution.
- Huntington** The untamed inner border of Palestine.
Dabney Education in real life for real life.
Zueblin Democratic culture.
Zueblin The twentieth century city.

Seventh Season, 1911

(Season began December, 1910)

- Curtis** The playground movement and its significance.
- Clark** Venice:
 Among the lagoons; St. Mark's and the Grand Canal.
 The painters of Venice.
- Benedict** The Yellowstone National Park.
- Ball** From the lifeless to the living. (How the principal food substance of living things is made by the plant from the lifeless mineral matter of the soil.)
- Terrill** Disinfection; or, Getting rid of germs.
- Bestor** The United States as a world power.
- Bestor** The new patriotism.
- Zueblin** Democratic education:
 Education and science.
 Education and literature.
 Education and industry.
 Education and life.
- Bailey** Beauty in common things; the perception of beauty of form in nature and in manufactured objects.
- Bailey** Our architectural inheritance; the elements of use and beauty which have come down to us from the seven great builders.
- Perry** Edgar Allan Poe.

Eighth Season, 1912

(Season began December, 1911)

- Greene** Trees and tree growing.
- Banks** The Orient, past and present:
 Arabia: the desert and the Bedouins.
 Turkey: the sultan and his people.
 India, the land of temples.
 Egypt: the Valley of the Nile.
 Bismya, the oldest city in the world.
 Nineveh and Babylon: their buried palaces and libraries.
- Woodruff** City planning.
- MacManus** A merry ramble in Ireland.
- MacManus** An Irish story-telling.
- Hillis** The new art movement and the education of society through the diffusion of the beautiful.
- Hillis** The new Germany.
- Curtis** The school playground and the curriculum of play as seen in Germany, England, and America.
- Ellis** The cause and control of our emotions.
- Sherwood** Florence, the art city of Tuscany.

Ninth Season, 1913

Carter	The prevention of typhoid fever.
Battle	Athens, the soul of Greece.
Ellis	The school as a civic and social center.
Lomax	The songs of the cowboy.
Banks	Palestine, old and new.
Banks	Turkey and the Turks.
Banks	Wanderings in Greece.
Parsons	The how and why of an artistic home.
Troop	The drama of to-day: Henrik Ibsen, 1828-1906. Edmond Rostand, 1869- Maurice Maeterlinck, 1862- Bernard Shaw, 1856- John Galsworthy, 1867- James Matthew Barrie, 1860-
Jones	Charles Dickens, 1812-1870: Charles Dickens, the man. Charles Dickens, the sociologist; a study of Little Dorrit. Charles Dickens, the democrat; a study of A Tale of Two Cities.
Kittredge	Macbeth.
Zueblin	William Morris, the master craftsman.
Zueblin	John Ruskin, the social economist.
Zueblin	Equal suffrage.

Tenth Season, 1914

(Season began October, 1913)

Cook	From cow to consumer. (Clean milk.)
Baumgardt	The fjelds and fjords of Norway.
Baumgardt	Napoleon Bonaparte, conqueror and captive of the earth.
Seymour	Columbus.
Seymour	Francisco Pizarro.
Seymour	La Salle.
Axson	Robert Louis Stevenson.
Parsons	Period facts in art and their application to modern homes.
Surette	Music in its relation to life.
Surette	What part should music have in education?
Surette	Beethoven.
Woodruff	Efficiency in city government.
Richardson	West Point.
Monsen	West Indies.
Monsen	On the trail of the Spanish pioneers.
Zueblin	Government of the common life.
Zueblin	Economic justice.
Zueblin	Education for freedom.
Raymond	The Balkan States: the tinder-box of Europe.
Raymond	Mexico: the tragedy of the peon.

“**SUMMING** up the value of this movement, it may be said, first, that the free-lecture movement has broadened the meaning of education, and forms a continuation school in the very best sense; it enables the professor to come in touch with the people; it reaches all classes of society, for the audiences are as democratic as all intellectual gatherings should be; it binds together the high and the low in education; it brings culture in touch with the uncultured and produces the true solidarity of the spiritual life. Secondly, it has given a new meaning to the uses and possibilities of the schoolhouse; and, finally, its chief purpose is spiritual and not commercial.

“The lectures do indeed increase the productive power of the listener, do add to his stock of information; but their true end is to saturate the people with ideals. Without ideals one cannot live. It is by the help of noble ideals that purity and peace are given to masses of our fellow-men; and to help in shaping the ideals of a democracy is the purpose of adult education.” —*Henry M. Leipziger, Supervisor of Lectures, Board of Education, New York City.*

Thoreau (1817-1862) "probably spent more of his life in the open air than any other American man of letters. The business of his life was walking,—or sauntering, as he preferred to call it." His "best-known and most valuable book" is *Walden; or, Life in the Woods*. Bryant (1794-1878) is America's nature poet.

Sir John Lubbock (Lord Avebury), 1834—, "is best known as a popularizer of science." Among his works are *Ants, Bees, and Wasps* and *The Beauties of Nature*. Richard Jefferies (1848-1887) English mystic and author of *The Story of My Heart*, was a "master in the essay devoted to the study and praise of nature." Among his works are *Life of the Fields* and *Field and Hedgerow*. A number of Ruskin's works deal delightfully with nature.

John Burroughs, nature lover and man of letters, has written charmingly and with great accuracy about the birds and all nature. His *Wake-robin* and *Locusts and Wild Honey* are favorites. William Hamilton Gibson's work is notable for interestingly written and accurate observations among insects, birds, and flowers, and for the exquisite illustrations by the author. Bradford Torrey has written a number of fascinating books about birds and the out-of-doors. His rambles took him sometimes into Tennessee, Florida, and Texas. Maurice Thompson's *My Winter Garden* is the account of "a nature lover under southern skies." *My Summer in a Garden*, by Charles Dudley Warner, is a charming outdoor book, rich in gentle humor.

John Muir, lover of mountains and nature in her grand aspects, has given us works entitled *Mountains in California*, *Our National Parks*, *My First Summer in the Sierra*, *the Yosemite*. Stickeen is a rare story of a little dog. Clarence King, the geologist, wrote a classic in American literature in his *Mountaineering in the Sierra Nevada*. Kaweah's Run in this volume is a fine horse story. Stewart Edward White deserves mention for his books entitled, *The Forest*, *The Mountains*, *The Pass*, and *The Cabin*.

Joseph Conrad's *The Mirror of the Sea* has uncommon literary quality and its author one time followed the sea. John C. Van Dyke has written excellent interpretations of nature in *The Opal Sea* and *The Desert*.

Maeterlinck's *Life of the Bee* and Fabre's *Life of the Spider* are instances from foreign literature of scientific truth clothed in beautiful form.

Ernest Thompson Seton and Charles G. D. Roberts have succeeded in telling delightfully the life stories of animals in the form of fiction.

Bob; the Story of Our Mocking-Bird, by our southern writer, Sidney Lanier, "is a perfect bit of bird literature."

Nature Anthologies

- | | | |
|-----------|------------------|-------|
| Lucas | The open road. | 1905. |
| Burroughs | Songs of nature. | 1902. |
| Goldmark | The gypsy trail. | 1914. |

The library receives regularly *Bird-Lore*, the organ of the Audubon Societies, and *The Guide to Nature*, published by the Agassiz Association.

Rosenberg Library

Institution chartered by State of Texas and organized with 20 trustees -	1900
Building dedicated and library opened	1904
Value of library building and present contents, including the site - -	\$255,000
Endowment fund - - - -	\$630,000
Number of volumes of books - -	58,000
Number of pamphlets - - -	32,000
Current periodicals received - -	385
Number of registered borrowers -	18,000
Books loaned since June 1904 - -	825,000
Attendance at 225 lectures, 11 years -	100,000

By the will of Henry Rosenberg, merchant and banker of Galveston, who died in 1893, the residue of his estate was bequeathed to his executors in trust for the foundation and endowment of a free public library under such conditions as to be "most conducive to the improvement, instruction, and elevation of the citizens of Galveston." It is the purpose of the library trustees to build an institution worthy to be considered an important center for the intellectual life and the higher interests of the community.

The Rosenberg Library is both a lending library (28,000 volumes) and a reference library (30,000 volumes). It aims to be in its own field an educational institution serving the needs of all classes of people. There are the several usual library departments (lending, children's, periodical, and reference) with their many activities, such as are to be found in the well-managed and progressive library of today. There is also a lecture department which furnishes twenty-five or more free lectures of a high order each year.

All the library privileges are free

Library open 12 hours a day

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Rosenberg Library
Free Lectures

The Rosenberg Library announces a
course of six weekly lectures on

Nineteenth Century English Poets

By STOCKTON AXSON, A. M., Litt. D.
Professor of English Literature,
Rice Institute, Houston

JANUARY - MARCH, 1915

Library Lecture Hall
Galveston, Texas

The Nature and Uses of Poetry

Thursday, 21 January 1915, 8 p. m.

“WHAT IS POETRY?” is a question often asked by philosophers and by the poets themselves. Attempted answers have been made by many, and some of the answers have been formulated in books and essays that have become famous. Aristotle, Schlegel, Sir Philip Sidney, Shelley, Wordsworth, Sidney Lanier are among those whose writings on the subject will reward the reader.

In preparation for this course of lectures on Nineteenth Century English Poets, the Library has been careful to add to its collection the best editions of the poets considered, the most authoritative writings and main sources of information regarding their lives, and the best critical estimates and appreciations of their works.

Wordsworth and Nature

Thursday, 28 January 1915, 8 p. m.

WILLIAM WORDSWORTH, most eminent among the so-called "Lake School of Poets," was born at Cockermouth, England, in 1770, and spent the major part of his long life in the Lake District. He died in 1850 and is buried in Rydal churchyard at Grasmere. "The Lyrical Ballads," in which he collaborated with Coleridge, was published in 1798, and this date may be taken as the beginning of Nineteenth Century Poetry.

Poems Suggested for Reading

Much of Wordsworth's best poetry is in the form of brief lyrics, such as "The Daffodils," "The Solitary Reaper," "She was a Phantom of Delight," and many others. Among the longer poems which should be read are "Michael," "Lines above Tintern Abbey," "Intimations of Immortality," "Ode to Duty," and "Character of the Happy Warrior."

Books of Reference

- | | |
|----------------|--|
| Myers | Wordsworth. 1880. |
| Raleigh | Wordsworth. 1903. |
| Shairp | Studies in poetry and philosophy. 1871.
p. 1-89. |
| Hutton | Literary essays. 1888. p. 90-132. |
| Dowden | The French Revolution and the English poets. 1897. |
| Arnold | Essays in criticism: second series. 1888.
p. 122-162. |
| Pater | Appreciations. 1903. p. 37-63. |

Byron and Revolutionary Defiance

Thursday, 11 February 1915, 8 p. m.

GEORGE GORDON NOEL (Lord) BYRON was born in 1788 and died in 1824. His career was stormy and unhappy, but shortly before his death he found a congenial outlet for his energies by throwing himself into the struggle for the independence of Greece. He was, beyond question, at one time more widely read than any other English poet, with a fame on the Continent (especially in Italy and Germany) second only to Shakespeare's. He represented the extreme romantic and revolutionary spirit in Europe.

Poems Suggested for Reading

Among his shorter poems, these are especially recommended for reading: "Ode to Napoleon Buonaparte," "Stanzas to Augusta," "Epistle to Augusta," "The Prisoner of Chillon," "Mazeppa," "On This Day I Complete My Thirty-sixth Year." Most characteristic of his revolutionary spirit are the poem-dramas, "Manfred" and "Cain," but above everything else, students are recommended to read the Fourth Canto of "Childe Harold's Pilgrimage."

Books of Reference

Nichol	Byron. 1880.
Jeaffreson	The real Lord Byron. 2v. 1883-4.
Noel	Life of Lord Byron. 1890.
Arnold	Essays in criticism: second series. 1888 p. 163-204.
Brandes	Main currents in nineteenth century literature. 1905. v. 4, chap. 17-24.
Symons	The romantic movement in English poetry 1909. p. 239-263.
More	Shelburne essays: third series. 1905 p. 166-176.
Swinburne	Miscellanies. 1886.

Keats and the Principle of Beauty

Thursday, 18 February 1915, 8 p. m.

JOHN KEATS, the shortest lived of the major English poets, was born in 1795 and died in 1821. A popular error still prevails that he was killed by the hostile reviews of his poetry, an idea immortalized by Shelley in his "Adonais"; but as a matter of fact Keats was much too sturdy for so sentimental a death. He died of tuberculosis, superinduced by exposure on a journey. He finished his poetic career too early to use poetry for its gravest purposes, that philosophy of life and the world which we find in most great poets. But in mere æsthetic value his poetry has no superior.

Poems Suggested for Reading

The "Ode on a Grecian Urn," the "Ode to a Nightingale," "To Sleep," "On Fame," "To Autumn," "La Belle Dame sans Merci" are shorter poems by Keats that should be read. Among his longer poems, "The Eve of St. Agnes" is perhaps the most important as showing his fine workmanship at its best. Almost as good is "Isabella; or, The Pot of Basil."

Books of Reference

Colvin	Keats. 1889.
Hancock	John Keats. 1908.
Woodberry	Studies in letters and life. 1898.
Symons	The romantic movement in English poetry. 1909. p. 298-315.
Bradley	Oxford lectures on poetry. 1909.
Lowell	Literary essays. 1854. v. 1, p. 218-246.
More	Shelburne essays: fourth series. 1906. p. 99-128.

Tennyson, the Representative British Poet of the Victorian Age

Thursday, 4 March 1915, 8 p. m.

ALFRED (Lord) TENNYSON was born in 1809 and died in 1892. After his university career (at Cambridge, where, by the way, Wordsworth and Byron had also studied) his life was lived for the most part in comparative retirement,—for many years he had two homes, one in Surrey, one in the Isle of Wight. But notwithstanding his preference for a quiet life with his family and a few chosen friends, he was intellectually and sympathetically in close touch with his time and his nation. And when, in 1850, he succeeded Wordsworth as Poet Laureate, England got in him perhaps her greatest Poet Laureate, in the sense that he was the most patriotic of the comparatively few really inspired poets who have filled that post.

Poems Suggested for Reading

“A Dream of Fair Women” and “The Palace of Art” are earlier poems by Tennyson which show at its best his carefully cultivated workmanship. “Guinevere” and “The Passing of Arthur” are among the best of the series of national poems which he entitled “Idylls of the King.” “Ode on the Death of the Duke of Wellington,” and “The Revenge” are good examples of his patriotic poetry. And for his philosophy and religion as much as possible of “In Memoriam” should be read.

Books of Reference

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|-------------------------|--|
| Tennyson, Hallam | Alfred lord Tennyson. 2v. 1899. |
| Van Dyke | The poetry of Tennyson. 1904. |
| Luce | Handbook to the works of Alfred lord Tennyson. 1897. |
| Brooke | Tennyson, his art and relation to modern life. 1903. |
| Hutton | Literary essays. 1888. p. 361-436. |
| Henley | Views and reviews. 1890. p. 154-158. |

The Intellectual Element in Browning's Poetry

Thursday, 11 March 1915, 8 p. m.

ROBERT BROWNING was born in 1812 and died in 1889.

Though not university bred, he was the most learned of the English nineteenth century poets, something of a student of science and very much of a student of philosophy and theology. But above all, he was a student of life, entirely unlike Tennyson in that he loved to meet and mingle with all sorts of people. After his marriage with Elizabeth Barrett and until her death he lived for the most part in Italy (like Byron, Keats, and Shelley, his fame is almost as much associated with Italy as with England). Though the only "event" of his life was his marriage with Miss Barrett, his career was actively led among people.

Poems Suggested for Reading

Browning's poetry is so voluminous that any selection must be arbitrary, but students are recommended to read "Andrea del Sarto," "Saul," "Rabbi Ben Ezra," "The Statue and the Bust," "The Italian in England," "Porphyria's Lover," "Cavalier Tunes," "My Last Duchess," "A Toccata of Galuppi's," "Youth and Art," "Pippa Passes," and at least one "book" of "The Ring and the Book," preferably that entitled "Pompilia."

Books of Reference

Chesterton	Robert Browning. 1903.
Orr	Life and letters of Robert Browning. 1891.
Bagehot	Literary studies. 1895. v. 2, p. 326-381.
Birrell	Obiter dicta: first series. 1885. p. 55-95.
Brooke	The poetry of Robert Browning. 1902.
Santayana	Interpretations of poetry and religion. 1900.
Hutton	Literary essays. 1888. p. 188-243.
Stephen	Studies of a biographer. 1902. v. 3, p. 1-35.

“**P**OETRY is the breath and finer spirit of all knowledge; it is the impassioned expression which is in the countenance of all Science. Emphatically may it be said of the Poet, as Shakespeare hath said of man, ‘that he looks before and after.’ He is the rock of defence of human nature; an upholder and preserver, carrying everywhere with him relationship and love. . . . The objects of the Poet’s thoughts are everywhere; though the eyes and senses of man are, it is true, his favourite guides, yet he will follow wheresoever he can find an atmosphere of sensation in which to move his wings.”—*William Wordsworth.*

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Rosenberg Library

Free Lectures

Edward Howard Griggs

B. R. Baumgardt

Henry Turner Bailey

FEBRUARY 1915

Library Lecture Hall

Galveston, Texas

“ALL the rest of my estate I bequeath to my executors in trust for the organization and endowment of a free public library for the use of the people of Galveston, together with free lectures upon practical, literary and scientific subjects, and such other incidents to a great public library as may be most conducive to the improvement, instruction and elevation of the citizens of Galveston; and for this purpose they shall cause an association to be chartered with such trustees and directors as they may best deem expedient, under such rules and regulations as will best carry out this devise.

“In making this bequest, I desire to express in practical form my affection for the city of my adoption and for the people among whom I have lived for so many years, trusting that it will aid their intellectual and moral development and be a source of pleasure and profit to them and their children and their children's children through many generations.”—

[Extract from the will of Henry Rosenberg, merchant and banker of Galveston.]

Goethe's Faust:

The Faust Problem and the Spirit of Modern Culture

Tuesday, 2 February 1915, 8 p. m.

EDWARD HOWARD GRIGGS, A. M., L. H. D.

GOETHE'S *FAUST* is distinctly the most remarkable artistic creation since Shakespeare. Such a work is amply justified as a creation of beauty, but beyond that it incarnates the ideals and the life of the age that gives it birth. As the *Divine Comedy* best reveals to us the soul of the middle age, so *Faust* is the fullest expression hitherto achieved of the spirit and problems of modern life.

Faust sustains, moreover, a unique relation to Goethe's life. The dream of his youth, completed in extreme old age, a poem worked upon at intervals for sixty years—*Faust* is the supreme embodiment of Goethe's spirit and his whole philosophy of life. The more one studies the varied expressions of Goethe's personality, the more amazed is one at the unity of purpose, consistent effort and wide range of achievement he displays. With regard to the whole problem of self-culture, his is the most instructive life we are privileged to know intimately.

Reading List

Goethe	Faust; tr. by Taylor. 1898.
Goethe	Autobiography and Wilhelm Meister. In Bohn's library.
Griggs	Goethe's Faust; a handbook of ten lectures. 1906.
Bielschowsky	Life of Goethe; tr. by Cooper. 3v. 1905-1908.
Blackie	Wisdom of Goethe. 1883.
Eckermann	Conversations of Goethe with Eckermann and Soret; tr. by Oxenford. 1847.
Francke	History of German literature as determined by social forces. 1901.
Grimm	Life and times of Goethe; tr. by Adams. 1880.
Hime	Life of Johann Wolfgang Goethe.
Taylor	Studies in German literature. 1907. p. 304-387.

Rise and Fall of the Venetian Republic

(Illustrated with colored stereopticon views)

Thursday, 4 February 1915, 8 p. m.

B. R. BAUMGARDT, Lecturer, Scientist,
Los Angeles, California

HARDLY could a more effective illustration be found of the paramount influence of geographical position than that afforded by Venice. Little did it occur to those refugees from the conquering hordes of Attila in 452, when they drove their first piles on the mud-banks of the Adriatic, that they were laying foundations for a republic, destined to endure more than twelve hundred years. Her insular position, through the skill of her engineers, made Venice practically unassailable. From insignificance she rose to hold the proud dominion of the seas and had at one time 3,200 vessels, netting their owners forty per cent. Expressed in modern value her exports amounted to \$400,000,000 a year. Yet, after all, she was but a city, with never more than 200,000 inhabitants; a city, nevertheless, the most beautiful in the world; for centuries the center of European civilization, whose ambassadors abroad rivaled those of kingdoms and empires; a city which marked the limits of Barbarossa's ambitions, played a most important role in the Crusades and almost rivaled Florence in the impetus she gave to the Renaissance.

The discovery of America and the circumnavigation of Africa sounded the death-knell to all this greatness. The commercial equilibrium of the world had been shaken. Venice was dethroned and forgotten. Napoleon Bonaparte saw the last flickering light of the Venetian republic and blew it out.

Reading List

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|-------------------|---|
| Blashfield | Italian cities. 2v. 1902. |
| Allen | Venice. 1898. |
| Symonds | Sketches and studies in Italy and Greece. 3v. 1898. |
| Smith | Gondola days. 1897. |
| Thayer | Short history of Venice. 1905. |

Shakespeare and Shakespeare's England

(Illustrated with colored stereopticon views)

Friday, 5 February 1915, 8 p. m.

B. R. BAUMGARDT, Lecturer, Scientist,
Los Angeles, California

THE SHAKESPEARE associations at Stratford keep a perennial freshness and though three centuries old are not yet stricken with ruin or decay. In Henley street we enter the house in which he first saw the light of day. Close by is the old grammar school where the boy Shakespeare obtained his knowledge of "small Latin and less Greek." Follow the footpath to the mile distant Shottery, where the poet at the age of eighteen courted and won the heart of Anne Hatheway. The cottage still stands, and in the garden are banks of flowers.

Of New Place, the home to which the poet retired after he had made his fortune in London, and in which he probably passed away, nothing remains, save a portion of its foundation. A little distance away, however, is seen the slender spire of Holy Trinity reflected in the peaceful waters of the Avon, the last resting place of Shakespeare. With the aid of the light that falls through the stained glass chancel window, we read upon his tomb the world-famed inscription of blessing and imprecation.

The stereopticon views follow the lecturer in the itinerary from London, to Windsor, Eton, Slough, Oxford, Banbury, Warwick, Kenilworth, and Stratford-on-Avon.

Reading List

- | | |
|-------------------|---|
| Shelley | Literary by-paths in old England. 1906. |
| Irving | Stratford-on-Avon. <i>In his</i> Sketch-book. 1819-1820. p. 174-196. |
| Saintsbury | History of Elizabethan literature. 1902. |
| Lee | Life of William Shakespeare. 1898. |
| Lee | Stratford-on-Avon. 1906. |
| Winter | Shakespeare's England. 1892. |
| Baker | The collegiate church of Stratford-on-Avon & other buildings in the town & neighbourhood. 1902. |

Latest From the Heavens

(Illustrated from the latest celestial negatives)

Saturday, 6 February 1915, 8 p. m.

B. R. BAUMGARDT, Lecturer, Scientist,
Los Angeles, California

WITHIN the past few years all our notions of the constitution of matter have been revolutionized. Discovery after discovery is being made, bringing us closer and closer to the secrets of the universe. Thanks to the spectroscope we now know, that, throughout the illimitable sweep of the universe, matter is essentially the same. The camera tells us that, in the nebulous clouds it has detected on the confines of space, there is a peculiar arrangement in the details, which suggests evolution taking place under the operation of Newton's law of gravitation. In the midst of the stupendous transformations of matter, there stands eternally forth, dominating all, the supremacy of law in the universe.

It is the intention in this lecture to bring into relief the latest results in the photography of the heavens, and, in a popular way, to indicate their bearing upon some of the greatest problems that have yet engaged the attention of thinking men. For this purpose the observatories of the world have been laid under contribution for illustrative material. The wonders of the heavens are revealed.

Reading List

- Hinks** Astronomy.
- Duncan** The new knowledge. 1905.
- Clerke** System of the stars. 1905.
- Puiseux** The year's progress in astronomy. *In* Smithsonian institution. Annual report, 1912. p. 135-142.
- Plaskett** Some recent interesting developments in astronomy. *In* Smithsonian institution. Annual report, 1911. p. 255-270.

Consult also other late *Smithsonian Institution* publications and the library's scientific periodicals, especially *Our Astronomical Column in Nature*.

The Enjoyment of Pictures

(Illustrated with the stereopticon)

Saturday, 20 February 1915, 8 p. m.

HENRY TURNER BAILEY

Director Chautauqua School of Arts and Crafts,
Editor The School Arts Magazine

RUSKIN says great art is 'that which conveys to the mind of the spectator, by any means whatsoever, the greatest number of the greatest ideas,' and he adds, to make his meaning unmistakable, 'I call an idea great in proportion as it is received by a higher faculty of the mind, and as it more fully occupies, and in occupying exercises and exalts, the faculty by which it is received.' We may quarrel with this phraseology, regret that Ruskin omitted 'feeling,' and 'delight,' and much besides, but if we will read thoughtfully that whole second chapter of the first volume of *Modern Painters*, on *Greatness in Art*, we shall, in the end, I think, be content to accept his definition as a fairly satisfactory test of greatness.

"But inasmuch as what we get from a picture, as from a book, or from nature itself, depends largely upon what we bring to it, no two of us will be affected by the masterpiece in the same way. Titian's *Sacred and Profane Love* may convey only a small number of small ideas to one mind, while it may convey a large number of lofty ideas to another. . . .

"After all, any work of art is great for me that promotes in me the greatest number of ideas which exercise and exalt my spirit."—*Henry Turner Bailey.*

Reading List

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| Noyes | The enjoyment of art. 1904. |
| Noyes | The gate of appreciation. 1907. |
| Sturgis | The appreciation of pictures. 1905. |
| Bailey | Twelve great paintings. 1913. |
| Emery | How to enjoy pictures. 1898. |
| Witt | How to look at pictures. 1902. |
| Caffin | How to study pictures. 1905. |
| Hind | Adventures among pictures. 1904. |

Rosenberg Library

Institution chartered by State of Texas and organized with 20 trustees	-	1900
Building dedicated and library opened		1904
Value of library building and present contents, including the site	- -	\$250,000
Number of volumes of books	- -	55,000
Number of pamphlets	- - - -	30,000
Current periodicals received	- -	375
Number of registered borrowers	- -	16,000
Books loaned since June 1904	- -	750,000
Attendance at 200 lectures, 10 years	-	85,000

By the will of Henry Rosenberg, merchant and banker of Galveston, who died in 1893, the residue of his estate was bequeathed to his executors in trust for the foundation and endowment of a free public library under such conditions as to be "most conducive to the improvement, instruction, and elevation of the citizens of Galveston." It is the purpose of the library trustees to build an institution worthy to be considered an important center for the intellectual life and the higher interests of the community.

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All the library privileges are free

Library open 12 hours a day

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University of Texas
Library School

Rosenberg Library

Free Lectures

The Rosenberg Library announces
lectures on three of

THE GREAT COMPOSERS OF THE ROMANTIC PERIOD:

1. SCHUBERT
2. SCHUMANN
3. TSCHAIKOVSKY

(With musical illustrations)

By THOMAS WHITNEY SURETTE

Staff Lecturer on Music for Oxford University Extension
Delegacy, etc.

February 23, 24, and 25, 1915

Library Lecture Hall
Galveston, Texas

SCHUBERT

(With musical illustrations)

Tuesday, 23 February 1915, 8 p. m.

FRANZ SCHUBERT was born in Vienna in 1797 and died there in 1828. His father was a schoolmaster and in such circumstances as to give his son only a cursory education. During his whole life the composer never achieved fame or success, and many of his greatest compositions remained in manuscript, unheard, and even unknown save to a few devoted friends. If Keats was killed by the reviewers, he, at least, was reviewed. No equally great man has ever suffered such neglect as fell to the lot of Schubert.

It is interesting, in view of this, to see how completely Schubert remained untouched by that antagonism with the world which so affected Byron, Shelley, Tschaikovsky and others. Schubert sings his song with the same serene voice regardless of neglect and obscurity. And when one considers his lack both of general and of musical education one feels as though he were an unconscious agent through whom beauty speaks. Or, he is like a harp hung for the winds to play upon. His best melodies are of the purest spirit known to this pure art. And he arrives at some remarkable conclusions by sheer instinct rather than by intellectual processes.

Schubert's Songs

Musical illustrations sung by Mrs. Anton F. Korn, Jr.

Ihr Bild.

Der Doppelgänger.

Frühlingsglaube.

"Du bist die Ruh."

Gretchen am Spinnrad.

Reading List

Frost Schubert. 1881.

Grove's dictionary of music and musicians: *Schubert*.

Oxford history of music. 1904. v. 5.

Finck Songs and song writers. 1900. p. 40-104.

Rolland Jean Christophe. (Revolt),

SCHUMANN

(With musical illustrations)

Wednesday, 24 February 1915, 8 p. m.

ROBERT SCHUMANN was born in Zwickau, Saxony, in 1810, and died near Bonn in 1856. First destined for the legal profession, he left the University of Heidelberg during his term there and thenceforth devoted himself to music. The greater part of his life was spent in Leipzig.

Schumann is essentially what we call (for lack of a better word) a Romanticist. Pater speaks of Romanticism as the adding of some strangeness to beauty. The best literary parallel is to be found in the works of Jean Paul Richter. (See Carlyle's *German romance*.) Richter was the idol of Schumann, and from such pieces as *Life of Quintus Fixlein*, one can see where the spirit of Schumann's music originated.

The essential elements in that music are a certain intimate tenderness, a free play of fancy, and a quality which is almost literary. Schumann's themes are more personal than are those of the great masters who preceded him.

Schumann's Songs

Musical illustrations sung by Mrs. Anton F. Korn, Jr.

Im wunderschönen Monat Mai.

Mondnacht.

"Ich kann's nicht fassen, nicht glauben."

"Du bist wie eine Blume."

Die Lotusblume.

Reading List

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| Dickinson | Study of the history of music. 1908. p. 220-231. |
| Hadow | Studies in modern music. 1902. v. 1, p. 147-231. |
| Carlyle | Jean Paul Richter. 1827. <i>In his</i> Critical and miscellaneous essays, v. 1, p. 1-25. |
| Carlyle | Jean Paul Richter again. 1830. <i>In his</i> Critical and miscellaneous essays, v. 2, p. 96-159. |
| Richter | Army-Chaplain Schmelzle's journey to Flætz; tr. by Carlyle. 1827. <i>In</i> Carlyle. <i>German romance</i> , v. 2, p. 131-192. |
| Richter | Life of Quintus Fixlein; tr. by Carlyle. 1827. <i>In</i> Carlyle. <i>German romance</i> , v. 2, p. 193-332. |
| Maitland | Schumann. 1884. |
| Finck | Songs and song writers. 1900. p. 112-122. |

TSCHAIKOVSKY

(Illustrated at the piano)

Thursday, 25 February 1915, 8 p. m.

PETER ILITCH TSCHAIKOVSKY was born in Votkinsk, Russia, in 1840, and died in St. Petersburg in 1893. His father was a government official in comfortable circumstances, and Tschaikovsky had prepared himself for a similar career, but his great interest in music finally turned him to a musical career. He began this career rather late, and never quite attained that mastery over all the elements of composition which is necessary to a composer who works in large forms.

The Neo-Russians consider Tschaikovsky too much influenced by German music, and are inclined to call him a cosmopolitan. It is certain, however, that he made free use of Russian folk-song, and that he embodies something of the qualities which one finds in Russian literature. His music is full of passion and of eloquence, and where it fails to represent Russia seems to be in its lack of gaiety.

But Tschaikovsky should be considered as an individual rather than as a Russian. His music is distinctly a personal expression, and his nature was such that this expression becomes one of profoundly tragic intensity. No other composer gives an equal impression of terrible tragedy. In Tschaikovsky's own soul rather than in his outward life there is a tragic drama. But one believes him sincere, however one may disagree with his point of view.

Reading List

Tchaikovsky, Modeste. Life & letters of Peter Ilich Tchaikovsky; ed. from the Russian by Rosa Newmarch. 1906.

Dostoyevsky The brothers Karamazov. 1881.

Dostoyevsky Crime and punishment. 1866.

Dostoyevsky The idiot. 1869.

Tolstoi War and peace. 1869.

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Free Lectures

March - April 1915

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist; Field Director of Babylonian
Expedition of University of Chicago to
Bismya, 1903; formerly American
Consul at Bagdad

LORADO TAFT, L.H.D.

Sculptor

Library Lecture Hall

Galveston, Texas

The Seven Wonders of the Ancient World

(Illustrated with the stereopticon)

Saturday, 13 March 1915, 8 p. m.

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist; Field Director of Babylonian Expedition of University of Chicago to Bismya, 1903; formerly American Consul at Bagdad

A GREEK named Antipater, who lived in Sidon about 200 B. C., wrote a guide-book describing the most wonderful monuments existing in his time. He confined his list of wonders to seven, then considered a sacred number. His list was copied by others, and finally it was accepted as representing the best in art and architecture that the ancient world had produced. The Seven Wonders are: 1. The Great Pyramid Khufu at Gizeh. 2. The Walls of Babylon. 3. The Statue of the Olympian Zeus. 4. The Temple of Diana at Ephesus. 5. The Tomb of King Mausolus at Halicarnassus. 6. The Colossus of Rhodes. 7. The Pharos at Alexandria.

Until recently it was supposed that all of the Seven Wonders, with the exception of the Great Pyramid, had so completely perished that we could never learn what they were like. Recent excavations on their sites, and the discovery of early documents, especially Arabic manuscripts, have at last enabled us to reconstruct them, and to follow their history to the time of their final disappearance. We now know that the ancients produced temples, tombs, lighthouses, city walls, and statues, the like of which the modern world has never seen.

READING: Articles in the Encyclopedias, especially *Britannica* and the *New International*.

No recent book has been written on this subject. One is in preparation by the lecturer.

The Long Lost Hittites

(Illustrated with the stereopticon)

Tuesday, 16 March 1915, 8 p. m.

EDGAR J. BANKS, Ph. D.

A PEOPLE called the Hittites is frequently mentioned in the Bible. Abraham bought a cave from a Hittite. David married the widow of a Hittite. Yet until recently it was not believed that a nation of that name had ever existed. Half a century ago travelers in Asia Minor found stones inscribed with a peculiar unknown language; it was suggested that the language was Hittite. References to the Hittites appearing upon the Egyptian and Assyrian monuments then taught us that they were a great nation which controlled the greater part of Asia Minor from about 1800 to 700 B. C. At last four Hittite capital cities have been discovered and excavated. Hundreds of Hittite sculptures have been recovered, and many inscriptions in their peculiar picture writing would reveal their history, could their language be read. We now know that the Hittites were once as powerful as were the Assyrians and Egyptians, and that they had a well developed art. Though the Hittite inscriptions can not be read, the sculptures teach us much of their civilization. The Hittites invented the wheeled vehicle, and tamed the horse, and through them Oriental art and mythology were carried from the Babylonians and Assyrians to Greece and the rest of Europe. It is believed by some scholars that the Armenians are their descendants.

READING: Garstang Land of the Hittites. 1910.

Wright The Empire of the Hittites. 1886.

Armenia, the Cradle of the Human Race

(Illustrated with the stereopticon)

Wednesday, 17 March 1915, 8 p. m.

EDGAR J. BANKS, Ph. D.

THE old kingdom of Armenia lies at the point where three great modern kingdoms, Turkey, Russia, and Persia, meet. It is now divided among those three countries. There is now no land which officially bears that name; the Turkish part of Armenia is generally called Kurdistan. It is an exceedingly mountainous country. Its highest peak is Mount Ararat, of biblical fame, rising 17,212 feet above sea level. Its ascent is exceedingly difficult. Nimrud Dag, the largest crater in the world, is in Turkish Armenia, and near it rise three large rivers, the Tigris, the Euphrates, and the Araxes. Two large peculiar lakes, Van and Urumiah, are high in the mountains.

The population of Turkish Armenia is about five millions, but only 1,500,000 are Armenians; the remainder consists of several strange tribes. The Armenian population of Russia is also about 1,500,000, and of Persia 250,000. It is estimated that the total number of the Armenians in the world is about ten millions, and only a third of them now live in their own country. The chief industry in Armenia is the raising of wheat. In religion the Armenians are mostly Gregorians, with their religious center at Etchmiadzin in Russia. Many beautiful old churches scattered throughout the country speak of the antiquity of their civilization.

READING: Lynch Armenia. 2 v. 1901.

Bryce Transcaucasia and Ararat. 1896.

Banks An Armenian princess. 1914.

American Sculpture and Sculptors

(Illustrated with the stereopticon)

Thursday, 8 April 1915, 8 p. m.

LORADO TAFT, L. H. D.

Sculptor

"WITH the Centennial Exposition of 1876 came an artistic quickening such as our country never had known before. A new and growing appreciation dates from that year. It began with the recognition of our own shortcomings as compared with other lands. France in particular made strong appeal to our newly awakened tastes, and the work of one or two Americans who had studied in Paris had great influence. The demand for a better and more forceful art was not long to remain unanswered. With the advent of Saint Gaudens there came a notable change in the spirit of American sculpture, while the rapid transformation of its technic was no less marked and significant. Though we owe this change largely to Paris, the result has not been French sculpture. Paris has vitalized the dormant tastes and energies of America—that is all. . . . Hands have grown skillful and eyes discerning here in America, while not a few of our sculptors have learned the art of thinking and expressing themselves in truly sculptural terms—something which is quite distinct, it may be said in passing, from realistic imitation, and which presupposes a motive very different from one of either a picturesque or a literary character.

"We do not have a 'grand passion' for sculpture, taking it to heart like the modern French. Our feelings are not outraged by bad work, nor by transgressions of venerated laws of style, of balance, of movement, and of other sacred traditions. Likewise are we insensible, in large measure, to the charm of these fundamental virtues. Unless a work of sculpture shows something more; unless it makes special appeal by its significance, its emotion, or its insistent beauty of face or form, we are as indifferent to it as though it were not; we do not, perhaps, even see it.

"Perhaps, however, we underestimate our own development in the appreciation of form for its own sake. Unconsciously the better technic has made itself a necessity; the Parisian bronze, the Paris-trained sculptor, and—let it not be forgotten—increasing familiarity with the real masterpieces of the past have raised the standard all along the line. While we may not be able to formulate an artistic creed, innumerable more people enjoy good art in this country at present than was the case a generation ago."

—Lorado Taft, in his *History of American sculpture*

READING: Taft History of American sculpture. 1903.
Caffin American masters of sculpture. 1903.
Saint-Gaudens Reminiscences. 2v. 1913.

Consult also articles in periodicals on Lorado Taft, Augustus Saint-Gaudens, George Grey Barnard, Daniel C. French, Frederick MacMonnies, Charles H. Niehaus, Solon H. Borglum, A. Phimister Proctor, Bela L. Pratt, H. A. MacNeil, and other American sculptors.

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Free Lectures

OUR MOTHER COUNTRIES AND
THEIR DAILY LIFE

*A series of seven lectures illustrated
with stereopticon*

1. Progressive Portugal: Its Past and Its Present
2. Old England: Its Highways and Byways
3. The Fair Land of France: Its Everyday Rural Life
4. Picturesque Germany: Its Life and Its Labor
5. Hapless Poland: A Kingdom Divided against Itself
6. Sturdy Sweden: The Land and Its People
7. Sunny Italy: Its Historic Haunts

By

JEROME HALL RAYMOND, Ph. D.

Lecturer in Political Science

Tuesday, 28 December 1915 to
Thursday, 6 January 1916

8 p. m.

Library Lecture Hall

Galveston, Texas

Progressive Portugal: Its Past and Its Present

(Illustrated with stereopticon)

Tuesday, 28 December 1915

THE Republic of Portugal is the twentieth century reincarnation of the ancient kingdom of Lusitania, or "Land of Light," a name vividly suggestive of Portugal's blue sky and azure sea, its gleaming green vegetation, its gaily tinted fruits and flowers.

Portugal has played a great part in world history, touching with vital influence almost every known land. The history of the American continents was shaped at the very beginning by those great Portuguese discoverers, Prince Henry the Navigator, Vasco da Gama, and other intrepid souls. A discussion of our Mother Countries very properly begins with Portugal, whose Golden Age was an era of maritime glory, one of the most important events of which was the discovery of the sea route which led to the discovery and settlement of the American continents.

The story of Portugal has many brilliant chapters but none is more thrilling than that which chronicles the overthrow of its corrupt monarchy, and the establishment of a republic. As of old, the patient discoverers of new sea routes made Portugal renowned, so today Portugal's republican statesmen, by tracing new paths of political and social thought in which the awakened sons and daughters of Portugal may tread, are giving the new Lusitania a true, and enduring renown.

Reading List

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|-----------------|---|
| <i>Hargrove</i> | Progressive Portugal. 1915. |
| <i>Hume</i> | Through Portugal. 1907. |
| <i>Stephens</i> | Portugal. 1908. |
| <i>Beazley</i> | Prince Henry the Navigator. 1903. |
| <i>Keltie</i> | The partition of Africa. 1895. |
| <i>Street</i> | A philosopher in Portugal. 1903. |
| <i>Inchbold</i> | Lisbon and Cintra. 1907. |
| <i>Bell</i> | In Portugal. 1912. |
| <i>Baker</i> | A winter holiday in Portugal. 1912. |
| <i>Johnston</i> | History of the colonization of Africa by alien races. 1913. |

Old England: Its Highways and Byways

(Illustrated with stereopticon)

Wednesday, 29 December 1915

ENGLAND is pre-eminently our Mother Country, in that our political and social institutions are largely founded upon those of England. Because of this fact, reminders of England's past and present are of vital interest to us.

To see Old England as it has existed through long years, we must see rural England, and to see rural England is to behold a panorama of blossoming hedgerows and green pastures, of winding rivers and placid lakes, of gray cathedrals and ancient castles, and all the memorials of a great past.

England is the land of Oxford, of Cambridge, the land of Canterbury Cathedral and of Tintern Abbey, the land of Shakespeare and Tennyson and Gladstone. At every turn, we are reminded of those whose lives and work have left the deepest impress upon every phase of our own national literature and life.

Reading List

<i>Johnson</i>	Among English hedgerows. 1900.
<i>Howells</i>	Certain delightful English towns. 1906.
<i>Bates</i>	From Gretna Green to Land's End. 1907.
<i>French</i>	Seeing England with Uncle John. 1908.
<i>Van Rensselaer</i>	English Cathedrals. 1892.
<i>Burrows</i>	Some old English inns. 1910.
<i>Winter</i>	Shakespeare's England. 1904.
<i>Ditchfield</i>	Vanishing England. 1910.
<i>Hissey</i>	The charm of the road; England and Wales. 1910.
<i>Huckel</i>	Through England with Tennyson. 1913.
<i>Osborne</i>	As it is in England. 1913.
<i>Fea</i>	Quiet roads and sleepy villages. 1914.
<i>Grant</i>	In the old paths. 1914.

The Fair Land of France: Its Everyday Rural Life

(Illustrated with stereopticon)

Thursday, 30 December 1915

INDUSTRY is the keynote of French rural life. Wherever we turn, the sounds of labor meet the ear. Busy fishermen drag their nets and launch their boats. Sturdy vine growers toil in their fertile vineyards. Home-loving peasants till their teeming fields.

Until the past war-racked year, during which time France has suffered immeasurably, the land was one unbroken expanse of thrift, industry, and plenty. Nature combined with man's labor to create abundance everywhere. Thrift has reached its highest point of development with the French people.

France is a land of infinite variety. Its physical features inspire never ending delight. In the south are waving palm trees and blossoming fields. In the south, too, are snow-crowned Pyrenees with their magical mountain scenes. Farther north, smiling grain fields alternate with quaint villages wherein labor courteous peasants in picturesque garb.

Everywhere, too, are memorials of the past. Stately chateaux and gray cathedrals tell the stirring story of this fair land, whose people, through all their history, met disaster and overcame it with high courage, undying perseverance, and glad hope.

Reading List

<i>Johnson</i>	Along French byways. 1900.
<i>French</i>	Seeing France with Uncle John. 1906.
<i>Waddington</i>	Chateau and country life in France. 1908.
<i>Wharton</i>	A motor flight through France. 1909.
<i>Peixotto</i>	Through the French provinces. 1909.
<i>Carson</i>	From Irish castles to French chateaux. 1910.
<i>Edwards</i>	Unfrequented France. 1910.
<i>Home</i>	Along the Rivas of France and Italy. 1908.
<i>Mason</i>	The spell of France. 1912.
<i>O'Connor</i>	Travels in the Pyrenees. 1912.
<i>Riggs</i>	France from sea to sea. 1913.
<i>Hale</i>	The ideal motor tour in France. 1914.

Picturesque Germany: Its Life and Its Labor

(Illustrated with stereopticon)

Friday, 31 December 1915

TO a very high degree, German civilization has developed along lines of efficiency and practical achievements. From boundary to boundary, Germany presents to the beholder the highest development of the material, the actual. The German people are industrious, practical, bent upon industrial and commercial achievement.

Yet side by side with this splendid development of all that is practical, there exist so many reminders of a romantic past that in order to understand Germany and the German people we must permit these ancient castles, towers, and moats to tell their story,—a story which interprets the present by means of the past.

The real and the romantic—these two elements are inseparably blended in German life and German landscape.

Reading List

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| <i>Dawson</i> | German life in town and country. 1901. |
| <i>Hatfield</i> | From broom to heather. 1903. |
| <i>Bumpus</i> | The cathedrals and churches of the Rhine. 1906. |
| <i>Mackinder</i> | The Rhine. 1908. |
| <i>Wylie</i> | The Germans. 1911. |
| <i>Dickie</i> | Germany. 1912. |
| <i>Xenier</i> | A motor trip in Belgium and Germany. 1913. |
| <i>Hecht</i> | The motor routes of Germany. 1914. |
| <i>Edgeworth</i> | The human German. 1915. |

Hapless Poland: A Kingdom Divided against Itself

(Illustrated with stereopticon)

Tuesday, 4 January 1916

THE story of Poland is one of the saddest in all history,—a story of conflict within and oppression without. Torn by internal strife, Poland could not withstand the plots of those who sought to destroy it. The partition of Poland by Russia, Prussia, and Austria, sounded the knell of a kingdom already rent by internal conflict.

For long years, the people of Poland have been among the saddest in all Europe. Ruled by aliens, their territory divided and impoverished, their resources exhausted, they have hoped in vain for a kingdom reclaimed and rehabilitated.

Perhaps when the present European war is over, Poland will again take its place among the nations of the world,—independent, ruled by its own people.

Reading List

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|-------------------|--|
| <i>Brandes</i> | Poland; a study of the land, people, and literature. 1903. |
| <i>Van Norman</i> | Poland, the knight among nations. 1907. |
| <i>Bain</i> | Slavonic Europe. 1908. |
| <i>Bain</i> | The last king of Poland and his contemporaries. 1909. |
| <i>Winter</i> | Poland of today and yesterday. 1913. |
| <i>Hill</i> | Poland and the Polish question. 1915. |
| <i>Little</i> | Sketches in Poland. 1915. |

Sturdy Sweden: The Land and Its People

(Illustrated with stereopticon)

Wednesday, 5 January 1916

DURING the past half century, the United States has welcomed so many new citizens from the Scandinavian countries, that today several millions of our most loyal Americans trace their ancestry to Norwegian, Swedish, or Danish sources.

In greatest numbers have come the sons and daughters of Sweden,—sturdy pioneers who have contributed to our civilization personal and industrial elements which make for stability, sobriety, and prosperity.

Sweden is a land of vast resources in mines, forests, and farming lands. Extending over six and one half degrees of latitude, its climate and productions present the greatest variety. Indeed, Sweden is made up of three great natural divisions which might well constitute three distinct lands: Norrland, to the north, with its mines and forests; Svealand, the midland of Sweden, with its fertile farms and busy cities; and Gothland, the southern part of Sweden, with its maritime enterprise.

Sweden has many fine, populous cities, the capital city, Stockholm, being known as the "Paris of the North" because of its beauty, elegance, and modern aspect.

Sweden has also developed a distinct and characteristic school of art, which truthfully reflects the physical aspects of the land, and the life and labor of the people.

Reading List

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|-------------------|---|
| <i>Baker</i> | Pictures of Swedish life. 1903. |
| <i>Cronholm</i> | A history of Sweden from the earliest times to the present day. 1902. |
| <i>Thomas</i> | Sweden and the Swedes. 1892. |
| <i>Curtis</i> | Denmark, Norway, and Sweden. 1903. |
| <i>Heidenstam</i> | Swedish life in town and country. 1904. |
| <i>Clark</i> | The charm of Scandinavia. 1914. |
| <i>Stevani</i> | Things seen in Sweden. 1915. |

Sunny Italy: Its Historic Haunts

(Illustrated with stereopticon)

Thursday, 6 January 1916

NO LAND is richer in historic memories than Italy. Everywhere cities and fortresses, temples and shrines, record the rise and decline of races and dynasties, the stirring deeds of great conquerors, the achievements of poet, artist, and statesman.

From the echoing streets of Pompeii and Herculaneum, from the temples of Salerno and the ruin-covered hillsides of Sicily, echo voices from the vanished past, telling their strange tales of life, love, ambition, and strife centuries ago.

Italian cities are veritable epitomes of history, mirrors of the various periods and phases of Italian civilization,—Rome, Florence, Pisa, Naples, and Venice, with all their witchery of lovely architecture and glorious painting; with the rapt spell of dreams and visions; with haunting memories of great souls like Dante, Savonarola, Galileo, and Raphael.

Reading List

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|-------------------|-------------------------------------|
| <i>Willard</i> | The land of the Latins. 1902. |
| <i>Williams</i> | Hill towns of Italy. 1904. |
| <i>King</i> | Italy today. 1901. |
| <i>Williamson</i> | Cities of northern Italy. 1906. |
| <i>Symons</i> | Cities of Italy. 1907. |
| <i>McCrackan</i> | The Italian lakes. 1907. |
| <i>Hutton</i> | Italy and the Italians. 1903. |
| <i>Hutton</i> | Country walks about Florence. 1908. |
| <i>Zimmern</i> | The Italy of the Italians. 1911. |
| <i>Howells</i> | Roman holidays and others. 1908. |
| <i>Bagot</i> | My Italian year. 1911. |

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Rosenberg Library

Free Lectures

Three illustrated lectures on

Spanish Architecture and Painting

Charles Upson Clark, Ph. D.

Assistant Professor of Latin, Yale University

January 10, 11, 12, 1916

Three illustrated lectures on

The Romance of Human Civilization

B. R. Baumgardt

Traveler and Lecturer, Los Angeles

January 24, 25, 26, 1916

8 p. m.

Library Lecture Hall

Galveston, Texas

Spanish Architecture and Painting

Three Lectures

(Illustrated with the stereopticon)

CHARLES UPSON CLARK, Ph. D.

Assistant Professor of Latin, Yale University

1. The Christian Revival in Spain; The Great Cathedrals.
Monday, 10 January 1916, 8 p. m.

2. The Development of Spanish Painting under Flemish
and Italian Influences; The Titians, Raphaels,
etc. in the Prado.
Tuesday, 11 January 1916, 8 p. m.

3. The Great Spanish Masters; Ribera, El Greco, Murillo,
Velasquez, Goya.
Wednesday, 12 January 1916, 8 p. m.

The Christian Revival in Spain; The Great Cathedrals

DURING Moorish domination in the peninsula (from 711 A. D. to about 1250 A. D.), the Saracen style prevailed (mainly composed of Persian and Byzantine elements); the Cordova mosque, Seville Alcázar and the Alhambra are its chief memorials. The horseshoe arch and the arabesque, which are among its most characteristic themes, became permanent features in Spain. Meanwhile the Christians of the North had kept on developing the Romanesque style, with heavy rounded arches; at Avila and Tarragona are interesting examples of a transitional style, in which the pointed arch begins to be used. In the great cathedrals (from the thirteenth century on), a pointed Gothic style is used; in those of Burgos, León, Toledo and Seville, it is close to contemporary French Gothic; at Salamanca and Segovia, it has become really Spanish. The Renaissance, with its revival of classical forms, led under Herrera to a stiff formalism and simplicity of style, and then, by a reaction, to an excess of carving and decoration (the Churrigueresque), reminding one of Bernini in Italy. Spanish Mission architecture in the United States and Mexico, and modern Spanish architecture, often show a happy combination of Moorish, Romanesque, and Renaissance elements.

Reading List

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|------------------|--|
| <i>Street</i> | Some account of Gothic architecture in Spain; ed. by King. 2v. 1912. |
| <i>Rudy</i> | Cathedrals of northern Spain. 1905. |
| <i>Gallichan</i> | Cathedrals of southern Spain. |

The Development of Spanish Painting under Flemish and Italian Influences; The Titians, Raphaels, etc., in the Prado

SPANISH PAINTING is the expression of a strong realistic genius, hampered by powerful religious and social conventions. The Spaniards are a conservative and dignified people, of marked religious convictions. In the Middle Ages, striking manuscript miniatures show Byzantine and Moorish influence. Panel paintings are preserved from about 1000 A. D. on; the development of a naturalistic tendency can be traced. After 1300 an important school arose under Sienese and French influence in Catalonia (galleries of Vich and Barcelona). Elsewhere the local schools came under Flemish influence (Jan van Eyck, in 1426?), then Florentine (Starnina and Dello, about 1440).

Valencian school the first to produce a great native painter—Ribera ("Lo Spagnoletto"). Painting at Toledo centers about Theocopuli ("El Greco"); Seville, beginning with Roelas, who studied in Venice, and his associate Herrera, develops the most famous Spanish painters—Zurbaran, Cano, Murillo, and Velasquez. At the court in Madrid, portrait-painting remained at a high level for generations; Philip II employed the Dutchman, Sir Anthony More, who trained Sanchez Coello. Late in the eighteenth century, Spain develops one artist of the first rank in Goya—last of the ancients and first of the moderns. Since then, Fortuny, Sorolla, and especially Zuloaga uphold the Spanish tradition voiced by Velasquez in his motto: "*Verdad, no pintura*" (truth, not picture).

Reading List

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|-------------------|--|
| <i>Dieulafoy</i> | Art in Spain and Portugal. 1913. |
| <i>Caffin</i> | Story of Spanish painting. 1910. |
| <i>Cole</i> | Old Spanish masters. 1907. |
| <i>Ricketts</i> | The art of the Prado. 1907. |
| <i>Beruete</i> | Velasquez; tr. by Poynter. 1906. |
| <i>Justi</i> | Diego Velazquez and his times; tr. by Keane. 1889. |
| <i>Stevenson</i> | Velasquez. 1899. |
| <i>Williamson</i> | Velasquez. 1901. |
| <i>Mayer</i> | Work of Murillo. 1913. |
| <i>Stokes</i> | Francisco Goya. 1914. |

The Great Spanish Masters

RIBERA was trained in Valencia under Ribalta; about 1600 went to Italy and became dictator of Neapolitan art; influenced by Veronese and Correggio; shows an Iberian tendency to perpetuate on canvas the grim and revolting, but has left some charming pictures.

EL GRECO, a Cretan, studied in Venice about 1565, but developed at Toledo into a most Spanish type, with extraordinary mannerisms—elongations of bodies and limbs, unnatural postures, excessive use of gray; nevertheless a painter of great power and influence.

VELASQUEZ (1599-1660), of wealthy family, a tactful and courteous gentleman; pupil of Herrera and of Pacheco, a painstaking artist of the Roman school; at 23, went to Madrid and studied work of Tristan, pupil of El Greco. Won fame by portraits, and became court painter and intimate friend of Philip IV. Entertained Rubens; then studied in Venice and Rome (1630). Greatly admired the Venetians, but not Raphael. In 1648, visited Italy again; portrait of Pope Innocent X. As he develops, problems of atmosphere and of light and shade occupy him more and more; their triumphant solution in the "Spinners" and the "Meninas." Painted few religious pictures.

MURILLO (1617-1682), of humble stock, studied under Castillo, who was a fellow-pupil of Pacheco and Herrera; ambitious to study in Rome, Murillo met Velasquez in Madrid, where he studied the Riberas and Van Dycks and Velasquez' own works. A gentle, reverent soul, Murillo's paintings are almost invariably religious in subject and sentimental in appeal, and frequently theatrical in plan.

GOYA (1746-1828), an Aragonese peasant child, with violent temper and powerful physique; banished, he studied at Rome with Bayeu, an eclectic, and David, the academic leader; on returning to Madrid, he worked for Mengs, the court painter, a German eclectic. He became court painter for Charles IV. Goya's work shows keen observation and grim humor, especially in his imaginative drawings. His favorite sayings were that he saw only objects in light and objects in shadow, and that nature is the only master. He worshiped Velasquez, and introduced him to the French school, becoming, through Delacroix and Manet, a powerful factor in modern art.

The best spot outside of Madrid in which to study Spanish art is the Hispanic Museum, Audubon Park, New York City.

The Romance of Human Civilization

Three Lectures

(Illustrated with the stereopticon)

B. R. BAUMGARDT

Traveler and Lecturer, Los Angeles

1. The Spell of Athens; Life, Art, and Thought in the Golden Age of Pericles

Monday, 24 January 1916, 8 p. m.

2. Florence, the Renaissance City, the Life, Art, and Times of the Medicis

Tuesday, 25 January 1916, 8 p. m.

3. The Contributions of Modern Times to Human Civilization

Wednesday, 26 January 1916, 8 p. m.

Reading List

- Avebury* Origin of civilisation and the primitive condition of man. 1902.
- Lecky* History of European morals. 2 v. 1903.
- Guizot* History of civilization. 3 v. 1901-1902.
- Buckle* History of civilization in England. 2 v. 1903.
- Hallam* View of the state of Europe during the Middle Ages. 3 v. 1855.
- Walsh* The thirteenth greatest of centuries. 1912.
- Ranke* History of the popes. 3 v. 1896.
- Vasari* Lives of seventy of the most eminent painters, sculptors, and architects; ed. by Blashfield and Hopkins. 4v. 1896.
- Whewell* History of the inductive sciences. 3 v. 1857.

"There is an aristocracy among men, which no system of religion, morals or politics can ignore without bringing disastrous consequences upon itself. It is the aristocracy of the intellect."

Whoever has carefully and critically surveyed the intellectual progress of man, his transformation from a savage into a rational, reasoning human being, must have observed that, from the dawn of the civilization in Ancient Egypt down to the wonderful achievements in modern times, the advance has not been made in a secular manner but rather in accord with the rhythmic law of periodicity. There have been brilliant epochs, times when the human mind has crystallized, followed by periods of inactivity and even retrogression. We may divide the subject in an arbitrary manner. In this course of lectures we shall consider and illustrate three of the most brilliant epochs under the titles on the following pages:

The Spell of Athens

WHEN we stand on the Acropolis at Athens, surrounded by relics of a bygone civilization, our thoughts are irresistibly directed to the Golden Age of Pericles, that high epoch in the fruition of the human intellect, when, in almost every branch of art and knowledge, it well-nigh reached perfection. Why, in the span of a few generations should the Greeks have been able to conceive ideals in art and thought, after which other peoples have struggled in vain? Will there ever be another building as architecturally perfect as the Parthenon? a temple which shows such a subtle depth of artistic knowledge, that we are justified in pronouncing it the most perfect of earthly buildings. So, too, in poetry, Homer's *Iliad* and *Odyssey* still remain the unapproachable ideals. The plastic art of Praxiteles, Phidias, Lysippus, Myron, and Scopas has not been surpassed by any succeeding age. It never even enters the mind of a modern artist to try to exceed the excellence of a Greek statue; if he dare but approach its perfection, that will be glory enough. Herodotus and Thucydides still represent the highest art of the historian. Plutarch is to this day the model for biographers. Most critics agree that the highest expression in the external form of drama was reached in the tragedies of Sophocles, Æschylus, and Euripides. Modern comedy writers borrow continually from the genius of Aristophanes. Nor is it likely that the time will ever come when Euclid shall be surpassed in perspicuity and as a model of exact demonstration. Among astronomers the great discovery of Hipparchus, the precession of the equinoxes, accomplished as it was by the aid of a simple mural circle, ranks as one of the greatest in their department of science. The form of strict scientific thought is the same today as that taught by Aristotle more than twenty-two centuries ago.

Reading List

- Grote* History of Greece. 12 v. 1888-1904.
Mahaffy What have the Greeks done for modern civilization? 1909.
Dickinson The Greek view of life. 1898.
Butcher Some aspects of the Greek genius. 1893.

Florence, the Renaissance City

FLORENCE is one great treasure house of sacred souvenirs. How tremendously impressive of the Guelfs and Ghibellines, the Whites and the Blacks, are the old palaces—the Riccardi, Strozzi, Vecchio,—vividly reviving the days when a man's home was his castle. All around are art galleries, where for miles one may promenade, surrounded by the world's most priceless treasures, recalling the imperishable fame of the art-loving Medicis. Every curving street, almost every gable and building, is in some way associated with the lives of illustrious Florentines. Here lived and worked Cimabue, Giotto, Brunelleschi, Angelico, Botticelli, Lippi, Leonardo, Raphael, Michelangelo, del Sarto, Ghiberti, Donatello, della Robbia, Cellini, Dante, Boccaccio, Machiavelli, Vespucci, Savonarola, Galileo, Torricelli. The first Botanical Garden and the first Philosophical Society were organized at Florence. Here the telescope was first applied in celestial research. On the hills of Fiesoli, Cosimo, the founder of the Medici dynasty, organized the Platonic Academy.

Reading List

- Symonds* Renaissance in Italy. 7 v. 1887-1888.
Burckhardt Civilization of the renaissance in Italy. 1904.
Lord Renaissance and reformation. 1884. (Beacon lights of history, v. 6.)
Oliphant Makers of Florence. 1903.

The Contributions of Modern Times to Human Civilization

HISTORY repeats itself. The trend of modern thought is but a repetition on a grander scale of the thoughts and activities of man in the past. But what an advance from the revolving steam-engine of Hero two thousand years ago to the ten-thousand horsepower generator of today and the harnessing of waterfalls; from the geometry of Euclid to the transcendent mathematics of a Newton, Laplace, and Lobachevski; from Galileo's little two-inch telescope to the Mount Wilson giant reflector, 90,000 times more powerful than the human eye; from the triremes of ancient Rome to the modern steamship, crossing the Atlantic in less than five days; from the courier on horseback to the modern express train; from the amber electricity of Democritus to the electric telegraph and telephone; from the copying scribe of old to the printing press and newspaper of today. The trend of thought is essentially the same, but how great has been the advance in every department of human thought and endeavor!

Among the great contributions of modern times that have aided in the advancement of human civilization, there are some that are landmarks in the intellectual development of man. Among these are Priestley's discovery of oxygen gas, which revolutionized chemistry; the true interpretation of sound and light as undulations of air and ether; the discoveries of the indestructibility of matter and the persistence of force; photography and spectrum analysis; the theory of evolution, Darwin's great discovery that even the organic world is under the control and operation of immutable law; radiant energy and the wireless telegraph, and the telephone, telegraph, and steam-engine.

Reading List

- Wallace* The wonderful century. 1898.
Chamberlain Foundations of the nineteenth century. 2 v. 1912.
The progress of the century by Wallace and others. 1901.
The 19th century; a review of progress. 1901.

Announcement

of Some Forthcoming Lectures for the First Months of 1916

HARRIET CHALMERS ADAMS, F. R. G. S., has been engaged to deliver on February 15-18, four illustrated lectures on South American travel. Mrs. Adams has journeyed forty thousand miles through Latin America and for fifteen years has studied its lands and peoples. She has traveled in the little known places 19,000 feet above the sea in the Andes and far down into the Amazonian wilds. Mrs. Adams has the enthusiastic endorsement of the National Geographic Society. She has been characterized as America's greatest woman explorer and as the foremost woman authority on our Sister Republics. Her name is a new one on the library's list of lecturers. Her subjects will be *Andean Travel and Adventure (Peru)*; *From Patagonia to Paraguay (Argentina)*; *From the Amazon to the Orinoco (Brazil and the Guianas)*; *The Old Spanish Main and the New Panama*.

FREDERICK MONSEN, F. R. G. S., Traveler and Explorer, will lecture in February on the *Panama-Pacific Exposition at San Francisco* and on *The Indians of the Painted Desert Region*. Mr. Monsen is an authority on the Southwestern Indians. His collection of photographs of these Indians is said to be the best in existence. This will be Mr. Monsen's second lecture engagement at the Rosenberg Library. Both lectures will be illustrated with beautiful stereopticon slides.

EDGAR J. BANKS, Ph. D., Explorer and Orientalist, formerly American Consul at Bagdad, has been engaged to deliver three illustrated lectures in the coming month, namely, *The British Museum and Its Archaeological Treasures*; *A Thousand Miles Down the Tigris River*; and *Palmyra and Baalbek*. Dr. Banks' name has appeared on three library lecture programs of former years.

ERNEST HAROLD BAYNES, "the Father of the Bird Club Movement," has been engaged to give an illustrated lecture in early March on *Wild Birds and How to Attract Them*. "It is admitted by all authorities that the author has achieved greater success in his field than has anyone else in this country, perhaps in the world, if we except the great German bird-lover, Baron Hans von Berlepsch. Even this wizard never succeeded in getting on the terms of personal intimacy with his shy neighbors which characterize Mr. Baynes' work." It was the work treated of in this lecture which was the inspiration of Percy MacKaye's famous Bird Masque, *Sanctuary*.

EDWARD HOWARD GRIGGS, A. M., L. H. D., is expected to fill a second engagement with the Rosenberg Library in early April. His subject will be *The Merchant of Venice: Shakespeare's Ethical Awakening*.

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ROSENBERG LIBRARY
FREE LECTURES

15-23 FEBRUARY 1916

HARRIET CHALMERS ADAMS, F. R. G. S.

Four illustrated lectures

South American Subjects

FREDERICK MONSEN, F. R. G. S.

Two illustrated lectures

The Panama-Pacific Exposition at San Francisco
The Indians of the Painted Desert Region

*Any one desiring to receive regularly the printed
Announcements of the Rosenberg Library Free Lectures
may do so by leaving his address at the library lending
desk or by mailing it to the library.*

8 p. m.

LIBRARY LECTURE HALL
GALVESTON, TEXAS

South America

HAVING in mind the growing importance of and popular interest in Latin America, the library has acquired many of the best recent and of the older standard books. In addition therefore to the brief reading lists of this announcement, the library has much excellent material.

A collection of some three hundred volumes of standard Spanish literature including aids to the study of the Spanish language, such as dictionaries, grammars, simple readers, and edited texts, have been added for the use of those whose native tongue it is and for others learning the language.

The business man and investor are served by the latest books dealing with the natural resources and commercial development of the countries, and with invaluable material in periodicals and government publications. Such little books as *Harrison's Spanish correspondence*, and *Willcox's Reader of scientific and technical Spanish* which is designed for students meaning to practice the engineering profession in the Spanish-speaking Americas, meet special needs.

The *Pan American Union*, an international organization and bureau of information maintained at Washington by all the twenty-one American republics, including the United States and the twenty Latin American countries, "for the purpose of developing greater commerce, better acquaintance, more intercourse, and permanent peace among them," to further that end, publishes a monthly *Bulletin* which contains information regarding the commerce and resources of the countries of the *Union*, with other descriptive, historical, and biographical material. The library has in its reading-rooms both the English and Spanish texts of this *Bulletin*. It has also other publications of the *Pan American Union*.

For trade reports and foreign business opportunities, there is the monthly publication, *The Americas*, published by the National City Bank of New York. The purpose of the publication is "to create a medium which will be of assistance in bringing the business men of the United States and South America closer together and to provide an instrument for the interchange of ideas regarding the aims and projects of Pan American commerce."

The *Pan-American Magazine*, published in New York, and the *National Geographic Magazine*, Washington, should be mentioned. The latter has frequent finely illustrated articles, sometimes of an archaeological nature, on Latin American countries.

The publications of the *Isthmian Canal Commission* constitute the most valuable material on Panama and the Canal.

The following are a few important titles not given in the reading lists in this announcement :

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|---------------------------|---|
| <i>Moses</i> | Establishment of Spanish rule in America. 1898. |
| <i>Garcia Calderon</i> | Latin America. 1913. |
| <i>Helps</i> | Spanish conquest in America. 4v. 1900-1904. |
| <i>Hale</i> | Practical guide to Latin America. 1909. |
| <i>Shepherd</i> | Latin America. 1914. |
| <i>Dawson</i> | South American republics. 2v. 1903-1904. |
| <i>Beebe</i> | Our search for a wilderness. 1910. |
| <i>Bingham</i> | Across South America. 1910. |
| <i>Bryce</i> | South America. 1912. |
| <i>Osborn</i> | The Andean land. 2v. 1909. |
| <i>Edwards</i> | Panama. 1911. |
| <i>Eder</i> | Colombia. 1913. |
| <i>Curtis</i> | Venezuela. 1896. |
| <i>Agassiz</i> | Journey in Brazil. 1895. |
| <i>Denis</i> | Brazil. 1911. |
| <i>Bourgade la Dardye</i> | Paraguay. 1892. |
| <i>Elliot</i> | Chile. 1909. |
| <i>Conway</i> | Bolivian Andes. 1901. |
| <i>Walle</i> | Bolivia. 1914. |
| <i>Prescott</i> | History of the conquest of Peru. 2v. 1847. |
| <i>Enock</i> | Ecuador. 1914. |

Andean Travel and Adventure

Along the Old Inca Highway and Across the Roof of
the Western World to the Valley
of the Amazon

(Illustrated with stereopticon)

Tuesday, 15 February 1916, 8 p. m.

HARRIET CHALMERS ADAMS, F. R. G. S.

Traveler and Explorer

MRS. ADAMS likens Andean topography to a steep flight of steps leading up to a wind-swept roof. Beyond, and far below, is a wonderful garden, Nature's Amazonian conservatory. No well built incline leads down to it. The traveler risks his life and slides off the roof. These mountain trails resemble nothing so much as a "back attic stairway after an earthquake."

No greater contrast on earth can be pictured than that of the Titicaca basin and Peru's eastern frontier. The one bleak, treeless, encircled by the mightiest mountains of the Americas; the other a sea of tangled verdure in the heart of the world's greatest wilderness.

The main routes of travel in South America now offer every tourist comfort, but there still remains a vast wonderland for explorer and student, high up in the titanic strongholds of the Andes, far down in the depths of the jungle.

In this story, Mrs. Adams describes her journey through Incan and pre-Incan domains in Peru; along the pilgrim-worn highway to Cuzco; across the towering mountains in the saddle; by foot and canoe down into the forest realm, home of the savage Chunchos, the jaguar, the tapir, and the vampire.

Reading List

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| <i>Squier</i> | Peru. 1877. |
| <i>Markham</i> | Incas of Peru. 1910. |
| <i>Enock</i> | Peru. 1908. |
| <i>Enock</i> | Andes and the Amazon. 1907. |
| <i>Martin</i> | Peru of the twentieth century. 1911. |
| <i>Bingham</i> | In the wonderland of Peru. (National geographic magazine 24: 387-574, Apr. 1913.) |
| <i>Mozans</i> | Following the conquistadores. 1911. |
| <i>Orton</i> | Andes and the Amazon. 1869. |
| <i>Curtis</i> | Between the Andes and the ocean. 1900. |
| <i>Petrocokino</i> | Along the Andes. 1903. |
| <i>Hrdlicka</i> | Early man in South America. 1911. (Smithsonian institution. Bureau of ethnology. Bul. 52.) |

From Patagonia to Paraguay

Argentina in Its Length and Breadth from the Snows of
Tierra del Fuego to the Falls of the Iguazu;
from the Atlantic Seaboard to the
Cordillera of the Andes

(Illustrated with stereopticon)

Wednesday, 16 February 1916, 8 p. m.

HARRIET CHALMERS ADAMS, F. R. G. S.
Traveler and Explorer

THOSE who have not journeyed to the Far South picture Patagonia as No Man's Land and Tierra del Fuego as a dreary stretch of ice-field. Instead there are vast sheep and cattle ranges, mining camps, and thriving towns, even railroads.

From the southernmost settlement in the world, south of the Strait of Magellan, to the tropical jungle on the Paraguayan frontier, from the Atlantic seaboard to the crest of the Andes, Argentina is awake, alert. The United States of America is now second to her southern sister in the exportation of food-stuffs. Argentina feeds the hungry of the world.

From the Land of Fire and the last of the Fuegians, this travel tale continues northward through the rich agricultural lands of the republic where the picturesque cowboys, the *gauchos* still play an important part.

From cosmopolitan Buenos Aires, the first Transandine railway leads into Chile, but a less known journey is northward on the majestic river highway, the Parana, to the palm-fringed shores of the Paraguay, to Niagara's mate, the alluring Falls of the Iguazu on the Argentine-Brazilian frontier.

Reading List

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| <i>Prichard</i> | Through the heart Patagonia. 1902. |
| <i>Koebel</i> | Argentina, past and present. 1914. |
| <i>Grubb</i> | An unknown people in an unknown land. 1913. |
| <i>Graham</i> | Vanished Arcadia. 1900. |
| <i>Holdich</i> | Countries of the king's award. 1904. |
| <i>Hudson</i> | The naturalist in La Plata. 1903. |
| <i>Mulhall</i> | Handbook of the River Plate. 1885. |
| <i>Fraser</i> | The amazing Argentine. 1914. |
| <i>Winter</i> | Argentina and her people of to-day. 1911. |
| <i>Clemenceau</i> | South America to-day. 1911. |
| <i>Hale</i> | The South Americans. 1907. |

From the Amazon to the Orinoco

The Five Guianas: Brazilian, French,
Dutch, British, Venezuelan

(Illustrated with stereopticon)

Thursday, 17 February 1916, 8 p. m.

HARRIET CHALMERS ADAMS, F. R. G. S.

Traveler and Explorer

IN our old school-days we knew of only three Guianas—French, Dutch, and British—all colonies of mother-lands in the Old World. We are now introduced to five Guianas.

In this little known country, the lands bordered by the Atlantic Ocean and the Amazon and Orinoco River systems form a huge isolated territory, where the only habitations are on the coast or on the banks of the river highways. Beyond is the great silent forest, where the savage still is lord, unchanged since the coming of the first Europeans, who lost their lives in a mad search for El Dorado, the gilded man.

Who has ever heard of the little isle of Mexianna crossed by the equator? From here, after a voyage up the Amazon, Mrs. Adams started northward on her adventurous journey into the French Guiana wilds. On the Oyapok River, which separates Brazil and French Guiana, she spent months in a wilderness which has never before known a white woman. Here live the Arawak Indian and the uncivilized Bosch negro, descended from escaped slaves of the seventeenth century.

Cayenne, capital of the French convict colony; Paramaribo where many types meet; Georgetown with its thousands of Hindus; and the Orinoco River lands form part of this tale.

Reading List

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| <i>Bates</i> | The naturalist on the River Amazons. 1892. |
| <i>Wallace</i> | Travels on the Amazon. 1889. |
| <i>Whitney</i> | The flowing road. 1912. |
| <i>Rodway</i> | Guiana: British, Dutch, and French. 1912. |
| <i>Oakenfull</i> | Brazil in 1910. |
| <i>Mozans</i> | Up the Orinoco and down the Magdalena. 1910. |
| <i>Perez Triana</i> | Down the Orinoco in a canoe. 1902. |
| <i>Im Thurn</i> | Among the Indians of Guiana. 1883. |
| <i>André</i> | A naturalist in the Guianas. |
| <i>Waterton</i> | Wanderings in South America, the North-west of the United States, and the Antilles in the years 1812, 1816, 1820, and 1824. 1909. |
| <i>Bandelier</i> | The gilded man (El Dorado). 1893. |

The Old Spanish Main and the New Panama

Along the Historic Northern Coast of South America to
the American-vitalized Panama

(Illustrated with stereopticon)

Friday, 18 February 1916, 8 p. m.

HARRIET CHALMERS ADAMS, F. R. G. S.
Traveler and Explorer

THIS NARRATIVE embraces coasting down the Andes from Caracas on a hand-car; lounging in restful Macuto, where the mountains dip their feet in the sea; visiting the lake dwellings of Maracaibo; exploring the cañons of the Magdalena River; crossing the Isthmus of Panama by canoe and trail.

From the Isthmus of Panama and the greatest engineering feat of modern times, the Islands of the Caribbean are visited, where Spanish, English, Dutch, and French are the tongues of today,—reminders of those turbulent years when these four great nations fought for the supremacy of the Spanish Main.

Mrs. Adams is the only white woman who has crossed the Black Republic of Haiti; but it is the adjoining Dominican Republic which she considers the New World Mecca. This is the only part of the Western Hemisphere where Columbus really lived. Here he founded his first settlements. Here he worked and suffered. Here he was interred in the old Cathedral in Santo Domingo, Mother City of the Americas.

Reading List

- Dalton* Venezuela. 1912.
Gause and Carr Story of Panama. 1912.
Haring Buccaneers in the West Indies in the XVII century. 1910.
Bonsal American Mediterranean. 1912.
Verrill Porto Rico past and present and San Domingo of to-day. 1914.
Davis Three gringos in Venezuela and Central America. 1896.
Kingsley Westward ho! 1855.
Kingsley At last. 1871.
Prichard Where black rules white. 1900.
Ober Our West Indian neighbors. 1904.

The Panama-Pacific Exposition at San Francisco

(Illustrated with stereopticon)

Monday, 21 February 1916, 8 p. m.

FREDERICK MONSEN, F. R. G. S.

Traveler and Explorer

THE INSPIRATION and the development to a splendid realization of the greatest exposition the world has ever known is the magnificent achievement of a people whose city was destroyed less than ten years ago by the greatest conflagration in history.

The Panama-Pacific International Exposition at San Francisco, 1915, was a celebration of the opening of the Panama Canal. It was the third exposition of its kind in the United States, and the twelfth in the history of expositions. It represented a decade in the material progress of civilization. No exhibit was eligible for award unless produced since the St. Louis Exposition ten years earlier. It covered 635 acres of ground on the southern shore of San Francisco Bay, just within the Golden Gate.

"It has been said that in the San Francisco Exposition we have not merely a city of dreams, but a city where a beautiful dream has been realized. In its combination of architecture, sculpture, painting, and landscape gardening, all brought into harmonious relation with a glorious environment of sky, sea, and mountains, probably no city, ancient or modern, has surpassed this in beauty and charm."—*H. Rushton Fairclough, in Art and archaeology.*

Reading List

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|--------------------------------|---|
| Barry | The city of domes. 1915. |
| Macomber | The jewel city. 1915. |
| Neuhaus, Mullgardt, and Calder | Panama-Pacific international exposition. 4v. 1915. |
| Mullgardt | Panama-Pacific exposition at San Francisco. (Architectural record 37: 193, Mar. 1915.) |
| Strother | Panama-Pacific international exposition. (World's work 30: 337-361, July 1915.) |
| Price | Panama-California exposition, San Diego, California. (Architectural record 37: 229-252, Mar. 1915.) |
| James | California, romantic and beautiful. 1914. |
| Muir | The Yosemite. 1912. |
| Austin | The land of little rain. 1903. |
| Purdy | San Francisco. 1912. |

The library has the *Official Guide-books* of the California expositions and much descriptive material.

The Indians of the Painted Desert Region

(Illustrated with stereopticon)

Wednesday, 23 February 1916, 8 p. m.

FREDERICK MONSEN, F. R. G. S.

Traveler and Explorer

IN THE MIDST of the Painted Desert in Arizona are three great mesas, the crests of which are crowned with the little rock-built villages of the Hopi Indians. So utterly strange and foreign are they that it is difficult to realize they are part of the prosaic United States. They are the direct descendants of the Cliff Dwellers,—that remarkable race that lived and perished in the Stone Age,—the ruins of whose habitations are found scattered throughout this chaotic land.

The ancient culture of the Hopi has suffered less from the inroads of civilization than that of any other Indian tribe, and the people still practice their beautiful nature worship, weird incantations, and symbolic dances.

Mr. Monsen describes the native life, arts, and industries, and illustrates by means of excellent pictures some of their most spectacular and interesting ceremonies, including the Antelope and Snake Dances.

The Navajo Indians are one of the most interesting of our aboriginal peoples, and their great reservation in Arizona and New Mexico is part of "America's Wonderland." They are born to the saddle, and live a free, wild, open-air life, enjoying many sports and holding most interesting ceremonies for the cure of disease. The Navajo people are agricultural only in small measure, but possess great flocks of sheep and goats and have many ponies. They have an innate love for the beautiful, which finds its best expression in the Navajo blanket, although their native silver work also shows great skill and artistic feeling.

The pictures secured in this region are among the best in Mr. Monsen's collection, portraying not only the life and manners of the Indians, but the topography of a country which in many respects is the grandest and most scenic in the world.

Reading List

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| <i>James</i> | Indians of the Painted Desert region. 1903. |
| <i>Dellenbaugh</i> | The North-Americans of yesterday. 1900. |
| <i>Hough</i> | The Hopi. 1914. |
| <i>Monsen</i> | Destruction of our Indians. (Craftsman 11:683-691, Mar. 1907.) |
| <i>Monsen</i> | Pueblos of the Painted Desert. (Craftsman 12:16-33, Apr. 1907.) |
| <i>Monsen</i> | Primitive folk of the desert. (Craftsman 12:164-178, May, 1907.) |
| <i>Monsen</i> | Festivals of the Hopi. (Craftsman 12:269-285, June, 1907.) |
| <i>Lipps</i> | The Navajos. 1908. |

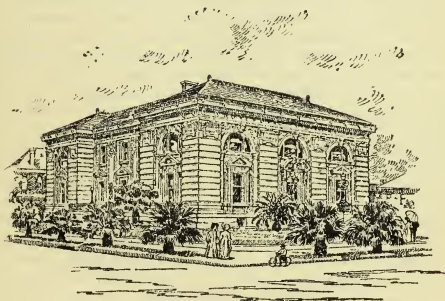
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ROSENBERG LIBRARY

FREE LECTURES

EDGAR J. BANKS, Ph. D.
ERNEST HAROLD BAYNES

26 February to 7 March 1916



ROSENBERG LIBRARY

LIBRARY LECTURE HALL
GALVESTON, TEXAS

The British Museum and Its Archæological Treasures

(Illustrated with stereopticon)

Saturday, 26 February 1916, 8 p. m.

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist; Field Director of Babylonian Expedition of University of Chicago to Bismya, 1903; formerly American Consul at Bagdad

ABOUT two hundred years ago a wealthy Englishman, Sir Hans Sloane, was fond of making collections of things rare and curious from his own and foreign countries, chiefly for his own pleasure. The collection was so valuable that at his death in 1753, the British Parliament decided to purchase it. The funds for its purchase, about \$1,500,000, were obtained by lottery, the 50,000 tickets selling for from \$50 to \$50,000 each. That was the beginning of the great archæological collection. Previously, in 1700, the Government had purchased a large library of books and manuscripts which had belonged to Sir Robert Cotton. The two collections were housed together, and the greatest of the world's museums was established. From that time large collections of books and objects of art have frequently been added. Exploring and excavating expeditions have been sent to almost every part of the world to obtain rare material. Though the museum buildings were frequently enlarged, the zoological collections were removed to the South Kensington Museum which then came into existence. Even then the British Museum was too small to contain its treasures, and four national museums were established. The chief of these is the Victoria and Albert Museum in South Kensington. However, a large part of the most valuable treasures from the ancient world are in the British Museum proper. There one may see the famous Elgin Marbles from Athens, the best of Italian statues, Assyrian sculptures brought from Nineveh before the Turkish archæological law was made, and Egyptian treasures. In short, in the British Museum one may form a better picture of the ancient countries, peoples, and customs than anywhere else in the world. Of the discovery of many of the treasures an interesting story may be told.

Reading List

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| <i>Shelley</i> | British Museum. 1911. |
| <i>Koch</i> | British Museum library. (Library journal 38: 499-509 and 547-556, Sept.-Oct. 1913.) |
| <i>Baedeker</i> | London and its environs. 1911. p. 328-358. |
| <i>Hare</i> | Walks in London. 2v. 1901. v.2, p. 136-148. |
| <i>Murray</i> | Museums: their history and use. 3v. 1904. |

A Thousand Miles Down The Tigris River; or, From Ararat to The Persian Gulf

(Illustrated with stereopticon)

Monday, 28 February 1916, 8 p. m.

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist; Field Director of Babylonian Expedition of
University of Chicago to Bismya, 1903; formerly
American Consul at Bagdad

THE TWO SOURCES of the Tigris River are in Armenia not far from the base of Mount Ararat. One is in the great bitter Lake Van. The other is to the west where the Euphrates also takes its rise. At first the river flows along deep gorges amid some of the most picturesque scenery in the world, down over the rolling table-land of Assyria and through the level Babylonian plain. At the village of Kurna it unites with the Euphrates, and the united stream, called the Shat-el-Arab, flows into the Persian Gulf. The entire length of the Tigris is 1150 miles and during its course it passes villages and cities of many strange peoples, the Armenians, the Kurds, the Turkomans, the Yezidis or Devil Worshippers, the Chaldeans or descendants of the ancient Assyrians, through the city of the once glorious Bagdad, renowned from the days of the Arabian Nights' Tales, then down into the Babylonian plain, past the ruin cities of the Babylonians, Persians, and Parthians, among the tent encampments of the Arabs, along the traditional Garden of Eden, and down through the date gardens of the world, into the Persian Gulf. Navigation begins at Diabekir in the north with goatskin rafts of keleks. Small steamers have gone as far as Mosul, the ancient Nineveh, but regular passenger boats do not run above Bagdad. As the river flows from a land of almost perpetual snow to the Persian Gulf, which is acknowledged to be the hottest part of the world, the vegetation along the shores is most varied.

Reading List

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| <i>Lynch</i> | Armenia. 2v. 1901. |
| <i>Banks</i> | Bismya. 1912. |
| <i>Ainsworth</i> | Personal narrative of the Euphrates expedition.
2v. 1888. |
| <i>Iastrow</i> | Civilization of Babylon and Assyria. 1915. |
| <i>Fraser</i> | Afloat on the Tigris. (Fortnightly review
91:271-283, Feb. 1909.) |
| <i>Freeman</i> | Reclaiming the Garden of Eden. (Independ-
ent 75:427-434, 21 Aug. 1913.) |

Palmyra and Baalbek

(Illustrated with stereopticon)

Tuesday, 29 February 1916, 8 p. m.

EDGAR J. BANKS, Ph. D.

Explorer, Orientalist; Field Director of Babylonian Expedition of
University of Chicago to Bismya, 1903; formerly
American Consul at Bagdad

THERE are in Assyria two ruin cities so far from the main lines of travel that until recent years few Europeans have visited them; yet they are more picturesque and imposing than any ancient city in Italy or Greece, or even in Egypt. One is Palmyra, the modern Tadmur, four days' journey to the east of Damascus. Both cities come from the early Christian centuries, just as paganism was giving way to Christianity, and both may represent the connecting link between the art and architecture of the Orient and Europe, and also between the ancient and modern worlds. Unlike most of the ruin cities of the Orient, they have never been buried or completely destroyed, and thus they present the best pictures of the magnificent public buildings of the ancient world. At Baalbek is the most perfect temple from ancient times. In the temple enclosing wall are the largest stones ever quarried by man. At Palmyra are scores of peculiar tombs of the kings and nobles of the city. Among the ruins of both cities, modern villages stand as if to show the sharp contrast between the splendor of the ancient and the poverty of the modern Orient.

Reading List

- Wright* Account of Palmyra and Zenobia. 1895.
Bell Syria: the desert & the sown. 1907. Chap. 8.
Inchbold Under the Syrian sun. 2v. 1907. Chap. 12.
Thomson Land and the Book. 3v. 1880-1885. v.3.
Whiting From Jerusalem to Aleppo. (National geographic magazine 24:71-113, Jan. 1913.)
Hichens The Holy Land: Baalbec, the town of the sun. (Century 79:163-176, Dec. 1909.)
LePage Mysterious Baalbek. (Scientific American supplement. 78:407-409, 26 Dec. 1914.)

Wild Birds and How to Attract Them

(Illustrated with stereopticon)

Tuesday, 7 March 1916, 8 p. m.

ERNEST HAROLD BAYNES

Naturalist, "Father of the Bird Club Movement"

1. Why birds need protection; in which is pointed out what happens to birds when they are not protected.
2. Why it is to our interest to protect the birds; in which is set forth their values, æsthetic, moral, and economic.
3. How we can best give birds the protection which they need; in which are discussed the various means of attracting the birds,— food, water, cover, nesting sites, etc. When they are attracted in this way they make friends who will not only refrain from injuring them, but who will fight to prevent others from doing so.

It was the work treated of in this lecture which led to the writing of Percy MacKaye's famous Bird Masque, "Sanctuary," which is dedicated

"To

ERNEST HAROLD BAYNES

'wild nature's human sympathizer'

in admiration of his dauntless service to the birds"

Reading List

- Baynes Wild bird guests. 1915.
Hiesemann How to attract and protect wild birds. 1912.
Trafton Methods of attracting wild birds. 1910.
National geographic society. Common birds of town and country. 1914.
Hornaday Our vanishing wild life. 1913.

The library has many books about birds, including hand-books and keys, and examples of the remarkable photography of Kearton, Dugmore, and others who have photographed birds in their native haunts. It has also leaflets of The National Association of Audubon Societies, and material on bird-houses. The Bird; Its Form and Function, by C. William Beebe, Curator of Ornithology of the New York Zoological Park, is specially recommended for reading.

The Mocking-Bird

Superb and sole, upon a pluméd spray
That o'er the general leafage boldly grew,
He summ'd the woods in song; or typic drew
The watch of hungry hawks, the lone dismay
Of languid doves when long their lovers stray,
And all birds' passion-plays that sprinkle dew
At morn in brake or bosky avenue.
Whate'er birds did or dreamed, this bird could say.
Then down he shot, bounced airily along
The sward, twitched in a grasshopper, made song
Midflight, perched, prinked, and to his art again.
Sweet Science, this large riddle read me plain:
How may the death of that dull insect be
The life of yon trim Shakspeare on the tree?

—Sidney Lanier

Nature Books that are Literature

Several books stand out as landmarks in the beginnings of the recognition of nature in literature. Of these are *Walton's Compleat Angler*, *Thomson's Seasons*, and *White's Selborne*.

The Compleat Angler appeared in 1653. "So much nature was never got into a book without a corresponding outlay of art—and has any one else brought the singing of birds, the fragrance of meadows, the meditative peace of the riverside, into a book, with so undying a freshness as he?"

Thomson's Seasons (1726-1730) was a forerunner of the great poetry of romanticism, much of the inspiration of which came from nature. *Wordsworth* (1770-1850) is acclaimed the greatest poet of nature in English literature. Of his school were Coleridge, Shelley, and Keats.

"To *Gilbert White*, author of *Natural History and Antiquities of Selborne* (1778) is due the credit of having been the first to render natural history a popular and attractive study, nor is it easy to over-estimate the debt which science owes to his most delightful letters. They have made as many naturalists as Robinson Crusoe has made sailors, and, in spite of our advance in science, they neither are, nor are likely to become, at all out of date." *Academy*.

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Free Lectures

Shakespeare and His Tragedies

*A course of six lectures in observance of the
Shakespeare Tercentenary
1616-1916*

By

STOCKTON AXSON, Litt. D.

Professor of English Literature, Rice Institute, Houston, Texas

March-April 1916

*Library Lecture Hall
Galveston, Texas*

The Shakespeare Tercentenary

AS WE APPROACH the 300th anniversary of Shakespeare's death, April 23, 1916, our interest is quickened in the work of this great man and some fitting means is sought to commemorate his priceless gift to English literature. *The Drama League of America* has to that end exercised itself to promote a nation-wide celebration. It has enlisted the interest of cities and towns, schools and colleges, recreational, dramatic, and musical organizations, women's clubs, lecture organizations, and libraries. Especially has it sought to avail itself of existing organizations, encouraging them to give their work a Shakespeare trend. It has seen the great possibility of "vitalizing and coordinating the work done in a group of inter-related subjects, a group involved in the highest and most inclusive form of art,—the drama, comprising literature, music, art, the handicrafts, such as shopwork and sewing, and physical education." It has therefore encouraged the acting of the plays, Shakespeare pageants, masques, and festivals, musical programs, and lectures, and has published valuable suggestive pamphlets.

In a letter regarding this effort written by the *United States Commissioner of Education* to teachers, principals, and others, he says:

"The most valuable possession of any people is its great literature, which interprets its life, expresses its ideals, and fosters its objects and aspirations. The greatest literary genius yet produced by the English-speaking peoples was Shakespeare. His dramas constitute our richest literary heritage. These dramas are taught and studied in our high schools and colleges, but much of the best in Shakespeare the people fail to get through this form of study in the schools. Therefore, the *Drama League of America* has wisely chosen to take advantage of the opportunity offered by the three hundredth anniversary of Shakespeare's death to create a revival of interest in Shakespeare, not only through the presentation of his plays by schools and literary societies, but also and more especially through pageants and other forms of dramatic representation of the life and manners and customs of the English people of Shakespeare's day. It is also a part of the purpose of the League, and of those cooperating with it, to foster through these means a greater interest in the drama itself as one of the most effective means of popular expression."

The Rosenberg Library's part in the nation-wide celebration will be to offer, as described in this folder, a course of six lectures by *Stockton Axson*, Litt. D., Professor of English Literature, Rice Institute, Houston, on *Shakespeare and His Tragedies*. The library also announces a lecture on *The Merchant of Venice: Shakespeare's Ethical Awakening*, by *Edward Howard Griggs*, on April 3.

This occasion has been taken to add to the library's already valuable collection of Shakespeare material, important titles regarding Shakespeare's works, Elizabethan drama in general, and pageantry, folk dances, and folk songs. The brief select bibliography printed in this folder and prepared by Professor Axson, represents only a small part of the library's Shakespeare resources. It is hoped that the public will make excellent use of the material for reading and study before the lectures and during them. Having with us at this anniversary season a scholar and lover of Shakespeare is a great privilege, and the opportunity afforded after each lecture for discussion and questions will be a valued feature.

Program

Shakespeare and His Tragedies

A course of six lectures

By

STOCKTON AXSON, *Litt. D.*

Professor of English Literature, Rice Institute, Houston, Texas

MARCH-APRIL 1916

8 p. m.

Tuesday, 14 March

The Man Shakespeare

Thursday, 16 March

Shakespeare and the English Stage

Tuesday, 21 March

Shakespeare's Conception of Tragedy

Tuesday, 28 March

Human Responsibility in Shakespeare's
Tragedies

Tuesday, 4 April

Fate in Shakespeare's Tragedies

Thursday, 6 April

Shakespeare's Idealism

Shakespeare and His Tragedies

The first two lectures will be about Shakespeare himself and the conditions under which he worked, and there will be found in the appended bibliography various books which treat of Shakespeare's life, his times, the theatrical conditions of his age, the history of Elizabethan drama in general, and the technique of the Shakespearean drama.

The four remaining lectures will be based primarily on "the six great tragedies," and, above everything else, these should be read by all who wish to do any study in connection with the course, and it should be remembered that all books of great meaning, Shakespeare as well as the Bible, have fresh and deeper meanings every time we read them attentively. He who has read Shakespeare or the Bible *once* can scarcely be said to have read them at all. The six tragedies are :

Julius Cæsar

King Lear

Hamlet

Macbeth

Othello

Antony and Cleopatra

But of course, all of Shakespeare's plays throw side-lights on his philosophy of life, and for any who may wish to read further than the six tragedies, the following groups are recommended, though the lectures will not deal explicitly with these plays :

Early Tragedy, and Historical Plays

Romeo and Juliet

Richard the Second

Richard the Third

Henry the Fourth (Parts I and II)

Henry the Fifth

Comedies

The Merchant of Venice

As You Like It

Twelfth Night

So-called "Problem Plays"

All's Well That Ends Well

Measure for Measure

Troilus and Cressida

Bibliography

For the immediate purpose of these lectures, any reputable edition of Shakespeare's plays will answer, as for instance the inexpensive "*Everyman's*" edition in three volumes. But for further and careful study, a good annotated edition is essential. "*The Temple Shakespeare*" and "*The Tudor Shakespeare*" are both reliable, but the notes are meagre. Perhaps the best small-volume edition is the "*Arden Shakespeare*," though the plays are slightly expurgated. Another expurgated edition, which is still good though older than the "*Arden*," is the "*Rolfe*" edition. For the most serious study of the plays, the "*New Variorum Shakespeare*," edited by Dr. H. H. Furness, is indispensable. Though this is not yet complete, all the tragedies considered in this course of lectures have been published in this edition.

The following critical apparatus is recommended :

For Shakespeare's life and time :

- Lee, Sidney* A life of William Shakespeare. 1916.
Neilson, W. A. and Thorndike, A. H. The facts about Shakespeare. 1913.
Raleigh, W. A. Shakespeare. 1907.
Brandes, Georg William Shakespeare. 1899.
Harris, Frank The man Shakespeare. 1909.
Wallace, C. W. New Shakespeare discoveries. (Harper's magazine 120: 489-510, March 1910).

The first complete and exclusive account of the finding of hitherto unknown documents which constitute the most important addition to our knowledge of Shakespeare's life which has been made in the past one hundred and fifty years.

In the preceding article and in the *Century* for August and September, 1910, and in several numbers of the *University of Nebraska Studies* is given the full account of the discoveries by Professor Wallace of important Shakespeare documents and documents relating to the early London theaters.

For Elizabethan dramatic history :

- Ward, A. W.* History of English dramatic literature. 3v. 1898.
Schelling, F. E. Elizabethan drama. 2v. 1908.
Brooke, C. F. T. The Tudor drama. 1911.

**For the nature of drama in Shakespeare's age,
the character of the theatre, and
his own technique:**

- | | |
|-------------------------|---|
| <i>Ordish, T. F.</i> | Early London theatres. 1894. |
| <i>Archer, William</i> | The Elizabethan stage. (Quarterly review. 208: 442-471, Apr. 1908.) |
| <i>Thorndike, A. H.</i> | Tragedy. 1908. |
| <i>Baker, G. P.</i> | The development of Shakespeare as a dramatist. 1907. |

**For general criticism, interpretation,
and appreciation:**

- | | |
|---------------------------|--|
| <i>Bradley, A. C.</i> | Shakesperean tragedy. 1905. |
| <i>Boas, F. S.</i> | Shakspeare and his predecessors. 1902. |
| <i>Goethe, J. W. von.</i> | Wilhelm Meister. 1777-1796. Book IV. |
| <i>Coleridge, S. T.</i> | Lectures and notes on Shakspeare and other English poets. 1811-1818. |
| <i>Jameson, Mrs. Anna</i> | Shakespeare's heroines. 1833. |
| <i>Dowden, Edward</i> | Shakspeare: his mind and art. 1885. |
| <i>Hazlitt, William</i> | Characters of Shakespeare's plays. 1818. |
| <i>Swinburne, A. C.</i> | A study of Shakespeare. 1879. |
| <i>Moulton, R. G.</i> | Shakespeare as a dramatic artist. 1892. |

**For any who may be interested in the Shake-
speare-Bacon controversy, a rather
useless controversy:**

- | | |
|-------------------------|--|
| <i>Gallup, E. W.</i> | The bi-literal cypher of Francis Bacon. 1910. |
| <i>Booth, W. S.</i> | Some acrostic signatures of Francis Bacon. 1909. |
| <i>Greenwood, G. G.</i> | The Shakespeare problem restated. 1908. |
| <i>Beeching, H. C.</i> | William Shakespeare: player, play-maker, and poet. 1909. |

Extracts from Dr. Samuel Johnson's famous preface to his edition of the plays in 1765:

"Shakespeare is above all writers, at least above all modern writers, the poet of nature; the poet that holds up to his readers a faithful mirror of manners and of life. His characters are not modified by the customs of particular places, unpractised by the rest of the world, by the peculiarities of studies or professions, which can operate but upon small numbers; or by the accidents of transient fashions or temporary opinions: they are the genuine progeny of common humanity, such as the world will always supply, and observation will always find. His persons act and speak by the influence of those general passions and principles by which all minds are agitated, and the whole system of life is continued in motion. In the writings of other poets a character is too often an individual; in those of Shakespeare it is commonly a species.

"It is from this wide extension of design that so much instruction is derived. It is this which fills the plays of Shakespeare with practical axioms and domestick wisdom. It was said of Euripides, that every verse was a precept; and it may be said of Shakespeare, that from his works may be collected a system of civil and economical prudence. Yet his real power is not shown in the splendour of particular passages, but by the progress of his fable, and the tenor of his dialogue; and he that tries to recommend him by select quotations, will succeed like the pedant in Hierocles, who, when he offered his house to sale, carried a brick in his pocket as a specimen."

* * * * *

[In defence of Shakespeare's violation of the dramatic unities of time and place:]

"Delusion, if delusion be admitted, has no certain limitation; if the spectator can be once persuaded, that his old acquaintance are Alexander and Cæsar, that a room illuminated with candles is the plain of Pharsalia, or the bank of Granicus, he is in a state of elevation above the reach of reason, or of truth, and from the heights of empyrean poetry, may despise the circumscriptions of terrestrial nature. There is no reason why a mind thus wandering in ecstasy should count the clock, or why an hour should not be a century in that calenture of the brains that can make the stage a field."

* * * * *

"Let him, that is yet unacquainted with the powers of Shakespeare, and who desires to feel the highest pleasure that the drama can give, read every play, from the first scene to the last, with utter negligence of all his commentators. When his fancy is once on the wing, let it not stoop at correction or explanation . . . Let him read on through brightness and obscurity, through integrity and corruption; let him preserve his comprehension of the dialogue and his interest in the fable. And when the pleasures of novelty have ceased, let him attempt exactness, and read the commentators."

**An Epitaph on the Admirable Dramatick
Poet, W. Shakespeare**

What neede my Shakespere or his honour'd bones
The labour of an age in piled stones,
Or that his hallow'd Reliques should be hid
Under a star-pointing Pyramid?
Dear Sonne of Memory, great Heire of Fame,
What needst thou such dull witness of thy Name?
Thou in our wonder and astonishment
Hast built thyselfe a lasting Monument:
For whil'st to th' shame of slow endeavouring Art,
Thy easie numbers flow, and that each heart
Hath from the leaves of thy unvalued Booke
Those Delphicke Lines with deep Impression tooke;
Then thou, our fancy of herself bereaving,
Dost make us Marble with too much conceiving
And, so Sepulcher'd in such pompe dost lie,
That Kings for such a Tombe would wish to die.

—John Milton, 1630. Æt. 22.

Prefixed to the folio Shakspeare of 1632.

Rosenberg Library

Free Lectures

The Rosenberg Library announces
a lecture by

Edward Howard Griggs, L. H. D.

ON

The Merchant of Venice: Shakespeare's Ethical Awakening

Monday, 3 April 1916, 8 p. m.

**LIBRARY LECTURE HALL
GALVESTON, TEXAS**

The Merchant of Venice: Shakespeare's Ethical Awakening

Monday, 3 April 1916, 8 p. m.

EDWARD HOWARD GRIGGS, L. H. D.

SHAKESPEARE is the supreme humanist among great masters in world literature. No one else has created men and women with such satisfying actuality. Wholly objective as he is, it is possible to know the mind that created these dramas, not only in its essential nature, but in the main aspects of its development, if we confine our attention to the dramas themselves. Not that Shakespeare is to be read into any character, but that the whole moral background of each drama and the way it focuses in relation to human life, gives the author at the period when the drama was produced.

It is from this point of view that the "Merchant of Venice" is doubly interesting. It is not only one of the most beautiful of Shakespeare's plays, and especially satisfactory on the stage, but it represents a particular chapter of Shakespeare's development. Coming in the period of the early comedies and filled with the lyric beauty which they all possess, it presents a character too big for the plot and setting in which that character is placed. As we see develop out of what we thought was going to be a caricature of the Jew, the great many-sided tragic man, Shylock, it seems to us that during the composition of this play Shakespeare awakened for the first time to the great problems of human character and the ethical laws dominating human life.

The play thus carries over to the Shakespeare of the great tragedies and illuminates peculiarly the author's humanity.

Reading List

- | | |
|--------------------|---|
| <i>Shakespeare</i> | The Merchant of Venice; ed. by Rolfe. 1898. |
| <i>Brandes</i> | William Shakespeare. 1899. |
| <i>Dowden</i> | Introduction to Shakespeare. 1901. |
| <i>Dowden</i> | Shakspeare. (Literature primers.) |
| <i>Dowden</i> | Shakspeare; a critical study of his mind and art. 1885. |
| <i>Elze</i> | William Shakespeare. 1888. |
| <i>Hazlitt</i> | Characters of Shakespeare's plays. 1818. |
| <i>Lee</i> | A life of William Shakespeare. 1916. |
| <i>Mabie</i> | William Shakespeare. 1900. |
| <i>Ulrici</i> | Shakespeare's dramatic art. 2v. 1876. |
| <i>Winter</i> | Shakespeare's England. 1892. |

Great Actors Who Have Impersonated Shylock

(Excerpts from William Winter's Shakespeare on the Stage)

Richard Burbage. Probably the first performer to appear as *Shylock*.

Charles Macklin's embodiment, judging from the records which survive, while it has been excelled in minutiae of detail, has never been excelled in ideal or in terrific power.

John Henderson. "Henderson's *Shylock*," said John Philip Kemble, "was the greatest effort that I ever witnessed on the stage."

Edmund Kean, whose great triumph in the part of *Shylock* was achieved at Drury Lane, on a dreary winter night, January 26, 1814, presented the *Jew* as a creature of murderous malice, and yet of distinctively Hebraic majesty, and of what can perhaps correctly be called Mosaic fanaticism, a relentless adherence to the dogma "an eye for an eye and a tooth for a tooth"; captivating the public, however, more by the spell of terror, exerted in a whirlwind of conflicting passions suddenly loosed out of cold, concentrated, iron composure, than by a definite, coherent, rounded impersonation.

Junius Brutus Booth took the imaginative, exalted view of the character.

William Charles Macready's ideal of *Shylock*, which he presented in his customary admirable style of minute elaboration and complete symmetry, was a creature compact of austerity and murderous malice.

Edwin Forrest sometimes acted *Shylock*, but early in his career he discarded the part, as also he did that of *Iago*,—"on account of his extreme distaste for the parts, and his unwillingness to bear the ideal hate and loathing they awakened in spectators." He is said to have included in his equipment for the Trial Scene a small whetstone with which to sharpen his knife preparatory to the cutting of the "pound of flesh."

Edwin Booth presented *Shylock* as the relentless avenger of personal indignities,—an injured, insulted, bitterly resentful man, animated by a vindictive, implacable hatred, intensified by racial and religious antipathy. Booth's first great revival of "The Merchant of Venice" was effected at the old Winter Garden Theatre, New York, on January 28, 1867, when he accomplished a production of that comedy not before equalled and not surpassed until Henry Irving revived the play, November 1, 1879. The dress that Booth wore when acting *Shylock* was distinctively Hebraic and strikingly expressive of Oriental character.

Lawrence Barrett's impersonation of *Shylock* was among the best that have been seen. He rejected the theory which would endeavor to make the *Jew* an austere image of retributive Justice, and embodied him correctly, as the implacable avenger of personal wrongs,—presenting, at first under a cold, crafty yet specious exterior but later without disguise, a fierce and dangerous nature, full of hatred and malice, a darkly and wildly passionate man, intent on revenge and inexorable in his resolve to obtain it. His personation, however, is chiefly memorable for exactness and beauty of execution, not for originality of ideal or treatment.

Henry Irving. The most thoroughly consistent, absorbingly interesting, and decisively paramount impersonation of *Shylock* that has been seen within the last sixty years,—and, in its maturity, as I believe, after weighing the recorded evidence, the best ever given.

Richard Mansfield assumed the character of *Shylock* for the first time on October 23, 1893, at Herrmann's Theatre, New York. His ideal of it was not absolutely definite, but in the main it was correct. As a whole Mansfield's portrayal of this part, while superb at certain points, remains in memory,—like Aladdin's tower,—unfinished.

William Shakespeare

"All that is known with any degree of certainty concerning Shakespeare is—that he was born at Stratford-upon-Avon—married and had children there—went to London, where he commenced actor, and wrote poems and plays—returned to Stratford, made his will, died, and was buried."

—George Steevens, towards the end of the 18th century, in a note to Shakespeare's Sonnet 93.

"Of the meagreness of our information regarding the facts of Shakespeare's life too much has been said. Without taking into account the details recently discovered by Professor Wallace, we know more of Shakespeare than of most of his contemporaries. To the statements of Steevens, many of them made out of a Puck-like delight in misleading his fellows, have been assigned a weight out of all proportion to his real standing. If we compare the facts that have come down to us regarding the lives of such contemporaries as Marlowe, Spenser, Sidney, Drayton, Jonson, Raleigh, and others, with what we know of Shakespeare, we shall at once see that we know more of him than of any of the others, save perhaps in those points where their lives impinged upon politics, sectarian disputes, or discovery."

—Oliphant Smeaton, in *Shakespeare; his life and work*.
(*Everyman's library*.)

- Read:** Lee A life of William Shakespeare. 1916.
Neilson and Thorndike The facts about Shakespeare. 1913.
Smeaton Shakespeare; his life and work. 1911.

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Rosenberg Library

Free Lectures

DECEMBER 1916

Charles Zueblin

Frederick J. Monsen

OTHER ANNOUNCEMENTS FOR THE
SEASON OF 1916-1917



*Any one desiring to receive regularly the printed
Announcements of the Rosenberg Library Free Lectures
may do so by leaving his address at the library lend-
ing counter or by mailing it to the library.*

8 P. M.
LIBRARY LECTURE HALL
GALVESTON, TEXAS

Mark Twain, The Reformer

Monday, 4 December 1916, 8 p. m.

CHARLES ZUEBLIN, Publicist

MARK TWAIN is a greater combination of contradictory characters than Dr. Jekyll, Mr. Hyde, and Robert Louis Stevenson all in one. There are included in this versatile personality the genial husband, father, friend, Samuel L. Clemens; the humorist and artist, Mark Twain; the pessimist, Samuel L. Clemens; the reformer and republican-democrat, Mark Twain.

The education of this typical American consisted chiefly in the sharpening of his wits by rough experience. His marriage and the rearing of his family mellowed and restrained him, and then subsequently in its successive tragedies nearly crushed him.

Mark Twain, the humorist, is so well known that it is desirable to emphasize the contribution of the artist. Not forgetting that there is abundant art in *The Innocents Abroad*, *A Tramp Abroad*, and other of his finest books, which we must use for other purposes, the triumph of wit over pretension is nowhere better displayed than in such diverse books as *Tom Sawyer*, *Huckleberry Finn*, *Pudd'nhead Wilson*, and *Joan of Arc*.

Samuel L. Clemens, the pessimist, presents an entirely different character. He had love, but little respect, for the human race. They are hypocrites, cowards, tyrants, and possessed of servile minds. In the midst of exaggeration there is only too much truth in these criticisms of man, but one finds relief in turning to Mark Twain, the reformer, slashing in Donnybrook Fair fashion at the evils he saw. He was a typical, honest American trying to correct wrongs without having the remotest conception of where he was going.

Mark Twain's contributions to democracy are chiefly in his vehement plea for the recognition of the common man, his unfaltering belief in essential equality, and his disbelief in all royal and aristocratic institutions.

No one has so well succeeded in keeping cheerful in the midst of troubles while fearlessly facing more suffering than most of us know.

Reading List

Paine Mark Twain. 3v. 1912.

Howells My Mark Twain. 1910.

The following by Mark Twain:

Mark Twain's speeches. 1910.

Personal recollections of Joan of Arc. 1896.

The man that corrupted Hadleyburg, and other stories. 1900. (Including *Concerning the Jews*.)

Adventures of Huckleberry Finn. 1884.

A Connecticut Yankee in King Arthur's court. 1889.

The above brief list includes only a part of the books in the library by and about Mark Twain.

Walt Whitman, Prophet and Democrat

Tuesday, 5 December 1916, 8 p. m.

CHARLES ZUEBLIN, Publicist

WALT WHITMAN, the most complete expression of American democracy which has yet appeared, was born on Long Island, educated on its fields and shores, in the Brooklyn public schools and the New York City streets. When his contemporary, Lowell, was entering Harvard College, Whitman was teaching school, having already served an apprenticeship at the printer's trade. He was subsequently in newspaper work in the East, in the South, and again in the East, with long intervening wanderings. About 1850, when he was thirty-one years of age, he had an unusual experience, comparable to that of the Apostle Paul, when he entered into a larger relationship which can only be called cosmic.

Subsequently he worked as a carpenter in Brooklyn, wrote, lectured, and made speeches, and in 1855, the year of his father's death, the first edition of "Leaves of Grass" appeared, the most significant product of American life.

Whitman knew himself and America and the Universe in a more intimate way than any man this country has produced. He may have revealed himself too fully for conventional ideas. He certainly revealed a person who is not above criticism. But his entrance into the life of other men and of Nature and of the Infinite, is the most elevating and illuminating contribution which has been made to democracy.

His conception of democracy was fraternal rather than political. The great city is one:

"Where no monuments exist to heroes but in the
common words and deeds,

.
Where outside authority enters always after the
precedence of inside authority,

Where the citizen is always the head and ideal, and
President, Mayor, Governor and what not, are
agents for pay,

.
Where [women] enter the public assembly and take
places the same as the men;

Where the city of the faithfulest friends stands,
Where the city of the cleanliness of the sexes stands,
Where the city of the healthiest fathers stands,
Where the city of the best-bodied mothers stands,
There the great city stands."

Reading List

- Symonds Walt Whitman. 1893.
Carpenter, Edward Days with Walt Whitman. 1906.
Traubel, and others, ed. In re Walt Whitman.
Burroughs Whitman; a study. 1896.
Whitman Complete prose works. 1881.
Whitman Leaves of grass. 1855.

The library has other excellent appreciations of Walt Whitman

Monuments of a Prehistoric Race

The Cliff-dwellers, etc. of the Southwestern United States
(Illustrated with stereopticon)

Monday, 11 December 1916, 8 p. m.

FREDERICK I. MONSEN, F. R. G. S.
Traveler and Explorer

THE LECTURE presents a picture of an age in America of which Americans generally are not well informed, namely, that which immediately preceded the coming of the Europeans to the western continent. Knowledge of American history usually begins with the period of discovery and conquest, and follows down to the present time. Mr. Monsen's lecture begins just before the advent of the Europeans, and looking back, views the records of a civilization that reached its zenith, and mysteriously decayed long before it was known to the white man. The lecture touches particularly upon that branch of the pre-Columbians that occupied the southwestern part of the present United States. Scattered throughout the valleys of this region, on the tops of high mesas, and in the recesses of canyon walls are found a vast number of most interesting and remarkable prehistoric ruins, which together with sketches of present day Indian life and manners, make a wonderful story. A special feature of this lecture are the unusually fine stereopticon views.

Reading List

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|-----------|---|
| Howard | My life and experiences among our hostile Indians. 1907. |
| Bandelier | Final report of investigations among the Indians of the southwestern United States, 1880 to 1885. |
| Bandelier | The gilded man (El Dorado). 1893. |
| Bandelier | Historical introduction to studies among the sedentary Indians of New Mexico. 1881. |
| Hodge | Handbook of American Indians. 2v. 1907-1910. |
| Bancroft | Native races of the Pacific states of North America. 5v. 1882. |
| Peixotto | Our hispanic Southwest. 1916. |
| Grinnell | Indians of to-day. 1911. |
| Twitchell | Leading facts of New Mexican history. 2v. 1911-1912. |
| Hough | Hopi Indians. 1915. |
| Stevenson | Zuñi Indians. (In Bureau of American ethnology. Annual report, v. 23, 1901-1902.) |
| Cushing | Zuñi folk tales. 1901. |
| Leupp | The Indian and his problem. 1910. |
| Jackson | A century of dishonor. 1885. |

The library contains an abundance of material in the publications of the *Bureau of American ethnology* and elsewhere on the archæology of the southwestern United States by such experts as Edgar L. Hewett, J. Walter Fewkes, Cosmos Mindeleff; and other matter, not listed above, by Adolph F. Bandelier.

Two illustrated magazines deal with the archæology of New Mexico—*Old Santa Fe* and *El Palacio*. The latter is the journal of the *Museum of New Mexico* which occupies the historic *Palace of the Governors* at Santa Fe. It is also the organ of the *Archæological Society of New Mexico* and the *Santa Fe Society of the Archæological Institute of America*.

The *Archæological Institute of America* maintains a *School of American Archæology* at Santa Fe.

Turbulent Mexico

(Illustrated with stereopticon)

Tuesday, 12 December 1916, 8 p. m.

FREDERICK I. MONSEN, F. R. G. S.

Traveler and Explorer

OF THE FIFTEEN MILLION PEOPLE that compose the population of Mexico twelve million are Indians, and it is the exploiting of these natives, the stealing of their lands and forcing upon them the conditions of peonage and serfdom, that is the fundamental factor of the unrest in Mexico today.

Mr. Monsen made his first trip to Mexico many years ago, following it during the intervening years by many interesting expeditions. Since the beginning of the Revolution he has been with both the Federal and Rebel armies. The war pictures are original and show the actual condition of warfare in the field, and the wild and picturesque life of the Indian soldiery.

Mr. Monsen gives the true inwardness of the causes that have led up to the Revolution, and shows how the Mexican nation is working out its salvation by throwing off the yoke of sixteenth century feudalism.

Reading List

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|--------------------------|--|
| <i>Franck</i> | Tramping through Mexico, Guatemala, and Honduras. 1916. |
| <i>Carson</i> | Mexico, the wonderland of the South. 1914. |
| <i>Hagar</i> | Plain facts about Mexico. 1916. |
| <i>O'Shaughnessy</i> | Diplomat's wife in Mexico. 1916. |
| <i>Reed</i> | Insurgent Mexico. 1914. |
| <i>Smith</i> | Benighted Mexico. 1916. |
| <i>Gutiérrez de Lara</i> | Mexican people. 1914. |
| <i>Zayas Enriquez</i> | Case of Mexico and the policy of President Wilson. 1914. |
| <i>Calero</i> | Mexican policy of President Woodrow Wilson. 1916. |
| <i>Bell</i> | Political shame of Mexico. 1914. |
| <i>Fornaro</i> | Diaz, czar of Mexico. 1909. |
| <i>Fornaro</i> | Carranza and Mexico. 1915. |
| <i>Díaz del Castillo</i> | Mastering of Mexico, told by Kate Stephens. 1916. |

The library has a good collection of books in Mexican history and travel of which the list above is but a small part.

Other Announcements for the Season of 1916-1917

B. R. BAUMGARDT, traveler and lecturer, Los Angeles, who has lectured for the Rosenberg Library during three seasons, will come in January for the fourth time. He will deliver three lectures as follows, on January 12, 13, and 15, respectively: *Russia; the Rise of the Slav; The Trend of Modern Thought; and Municipal Art Centers, Ancient and Modern.*

STOCKTON AXSON, Litt. D., Professor of English Literature, Rice Institute, Houston, whose courses of lectures at the library have awakened much interest, will begin January 18, a course of six on *Essayists and Social Advisers*. The lectures will follow two in a week on Tuesdays and Thursdays until the conclusion of the course. The aim of this course is both interpretative and applicative; the elucidation of a main point in the philosophy of each writer, and the adaptation of his thought to social, political, and national conditions in America today. The titles of the lectures will be as follows:

- (1) *Carlyle and Political Leadership*
- (2) *Emerson, the Individualist*
- (3) *Matthew Arnold and the Literature of Culture*
- (4) *Walt Whitman and Americanism*
- (5) *Kipling and the Military Idea*
- (6) *Bernard Shaw versus the Sentimental View*

CHARLES WELLINGTON FURLONG, F. R. G. S., artist and writer, Boston, is a new name on the library's list of lecturers. Mr. Furlong has had a varied and interesting experience. He was educated in art which he studied both in this country and in Europe. He is one of the illustrators of Bailey's *Cyclopedia of Horticulture* and has illustrated a number of books and magazine articles. He was in charge of an expedition through Tierra-del-Fuego and Patagonia for Harper's Magazine, 1907-1908, and has traveled extensively in South America and in Africa. His three lectures for the library in February will treat of *Argentina and the Patagonian Pampas; Brazil, the Land of the Southern Cross; and Chili and the Fuegian Archipelago*. Mr. Furlong is reputed to be one of the best informed authorities on South America. His lectures will be illustrated with colored stereopticon

slides. Mr. Furlong is a frequent contributor to periodicals. The library has his works entitled *The Gateway of the Sahara* and *Tripoli in Barbary*.

SEUMAS MACMANUS, the Irish story-teller and lecturer, has before delighted a Rosenberg Library audience. He will return to Galveston in February to give two evenings at the library. The library has many of his delightful Irish tales, the reading of which will only whet one's appetite for an evening with the author. Some of these are *The Bewitched Fiddle, and Other Irish Tales*; *Donegal Fairy Stories*; and *In Chimney Corners*.

For February, the library announces also FREDERIC C. HOWE, lawyer, commissioner of immigration, Port of New York, author of *The City, the Hope of Democracy*; *European Cities at Work*, and a number of other books. Dr. Howe is a well known authority on municipal administration. This will be his first lecture for the Rosenberg Library.

ERNEST HAROLD BAYNES, naturalist, will return in March for two lectures. His subjects will be *The Buffalo*; and *Our Wild Animal Neighbors*. Mr. Baynes is the founder and one of the three honorary members of the American Bison Society, whose object is "the permanent preservation and increase of the American Bison." Theodore Roosevelt has said of him, "I congratulate the Buffalo on having such an efficient man to champion him." Both lectures will be illustrated with the stereopticon.

ARTHUR STANLEY RIGGS, F. R. G. S., will come to the library for the first time in April. He will deliver two lectures entitled respectively *The Real Filipino*, and *The Real Japan*. Both lectures will be illustrated with the stereopticon. Arthur Stanley Riggs is the author of books on France and Sicily, editor of the Department of Philippine Terms of the New Standard Dictionary, and staff lecturer to a number of prominent educational institutions. Mr. Riggs comes to the Rosenberg Library highly endorsed. He has been traveling and residing abroad ever since boyhood, and has devoted many years to perfecting his knowledge of the art, architecture, life, customs, history, and political and economic life of the Latin

peoples, finding time beside for excursions into farther fields, such as the Philippines. For two years, beginning with the inauguration of civil government in Manila, Mr. Riggs lived in the Archipelago, as a correspondent and newspaper editor. That work brought him into the closest touch with every phase of life in both American and native circles, and equipped him especially for the task of interpreting to us what the Philippines and their conglomerate eight millions stand for, whether they are ready as yet for self-government, and whether or not America has achieved anything notable in her colonial administration. Mr. Riggs is the author of *Italy, the Gifted Mother of Civilization*, which constitutes the October number of the *National Geographic Magazine*. The library has his books entitled, *France from Sea to Sea*, and *Vis-tas in Sicily*.

EDWARD HOWARD GRIGGS, L. H. D., New York, has been engaged for three lectures in April. This season his subjects will be *Socrates*, *Saint Francis of Assisi*, and *Savonarola*, three great moral leaders. Dr. Griggs is remembered for his former engagements when he lectured on *Goethe's Faust* and *The Merchant of Venice*. He has had a long experience on the lecture platform and throngs of people have felt the uplift of his fine ethical interpretations of men and movements. "His aim uniformly has been to carry the highest thought and culture of the ages outside of the colleges into the world."

Reading on the Lecture Subjects

The early announcement of lecturers and subjects enables those interested to arrange their winter reading in line with the lectures. Experience teaches that it is not the lecture on a subject entirely strange to us that most closely holds the interest but the one about which we already know something, and the greater the knowledge brought by the listener, the greater the benefit derived from the lecture, assuming, of course, that the lecture is worth while.

The library, according to its usual practice, has ordered the books especially needed for these lectures, and it suggests that reading be begun at once, before the distractions of a busy winter crowd out both the leisure and the desire for profitable reading and study.

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ROSENBERG LIBRARY

FREE LECTURES

B. R. BAUMGARDT
JANUARY 12, 13, 15, 1917

8.00 P. M.
LIBRARY LECTURE HALL
GALVESTON, TEXAS

RUSSIA: THE RISE OF THE SLAV

(Illustrated with the stereopticon)

Friday, 12 January 1917, 8 p. m.

WHEN the true history of the present conflict in Europe is written, two of the outstanding facts will be the rise of democracy in Russia and the ascendancy of the Slav in Europe and the world. No country in Europe has made more rapid progress in the last two decades than Russia. The huge iceberg is beginning to melt. Its waters will surely inundate Europe and, perhaps, at the same time fertilize it. Yet is it true that no country in Europe has a more medieval aspect, a fact which surely adds great interest to the traveler. Preconceived notions about Russia and the Russians vanish on the first visit. Contrary to general opinion one may move about there as safely as anywhere else. The peasants are more like overgrown children, kindly, and always willing to assist. They own one half of the land in common, and redistribute it every fifteen years. But, as the peasants form five sixths of the population, there is not land enough to go around. Therein lies Russia's Gordian knot. While the illiteracy is still the greatest in Europe, nevertheless great progress is being made. In almost every walk of life, in science, literature, art, music, and thought, the Russians are contributing their quota to the advancement of the human race.

READING LIST

ALEXINSKY.	Modern Russia. 1913.
GRAHAM.	Changing Russia. 1913.
SINGLETON, <i>ed.</i> and <i>tr.</i>	Russia as seen and described by famous writers. 1904.
WALLACE.	Russia. 1905.
WIENER.	An interpretation of the Russian people. 1915.
MACKAIL.	Russia's gift to the world. 1915.
KROPOTKIN.	Russian literature. 1905.
WALISKEWSKI.	History of Russian literature. 1900.
BARING.	Landmarks in Russian literature. 1910.
VOGÜE.	The Russian novel. 1913.
PHELPS.	Essays on Russian novelists. 1911.
PERSKY.	Contemporary Russian novelists. 1913.
HAPGOOD.	Survey of Russian literature. 1902.
HAPGOOD.	Epic songs of Russia. 1916.
BIANCHI, <i>ed.</i> and <i>tr.</i>	Russian lyrics. 1910.

The library has other excellent recent material on Russian Russian art, and Russian music, and all or a part of the works of the great Russian fiction writers, — GOGOL, TURGENEV, DOSTOYEVSKY, TOLSTOI, GORKY, TCHEKHOV, ANDREEV, and others.

"Russian fiction is like German music—the best in the world."

—WILLIAM LYON PHELPS

THE TREND of MODERN THOUGHT

Saturday, 13 January 1917, 8 p. m.

THIS lecture is a resumé of political, ethical, and social tendencies in the intellectual activities of our times. It will consider the different directions in which thought seems moving at present in England, Germany, United States, Sweden, Norway, and France, especially in so far as these tendencies promise to affect the well-being of the peoples. The trend that modern science is taking is a fascinating theme. Men of science are pressing on fearlessly in search for truth, the origin of life, the physical condition of the universe, and man's relationship to it. Again, what about the trend of human emotions, as expressed in art and music, what about Germany's great gift to the world, scientific music, "the music of the future," which has become so intensely the music of the present? Have we in modern times advanced beyond Plato, Aristotle, or Averroës in abstract thought and pure thinking? What has been the influence of Eucken, Nietzsche, Bergson within the domain of philosophy? The trend of Modern Thought is a comprehensive subject. It needs must ramify into many departments of intellectual activity.

READING LIST

BERGSON.	Creative evolution. 1911.
EUCKEN.	Knowledge and life. 1913.
EUCKEN.	Main currents of modern thought. 1912.
ROYCE.	William James and other essays. 1911.
JAMES.	A pluralistic universe. 1909.
SANTAYANA.	Winds of doctrine. 1913.
NIETZSCHE.	Thus spake Zarathustra. 1911.
FISHER.	Outlines of universal history. 1904.
WEBB.	History of philosophy.
HENDERSON.	Modern musical drift. 1904.
GILMAN.	Music of to-morrow and other studies. 1907.
PHELPS.	Essays on modern novelists. 1910.
WILLIAMS.	Miracles of science. 1913.

MUNICIPAL ART CENTERS

Ancient and Modern

(Illustrated with the stereopticon)

Monday, 15 January 1917, 8 p. m.

THE first, and perhaps unrivaled civic art center, was the Athenian Acropolis which rose about five centuries before our era, and owed its existence to Pericles. Athens at the time had a population of about 200,000, of whom nine tenths were slaves. She had nevertheless taken the lead in hurling back the Asiatic invasion, thereby saving the ancient civilization of Europe. To commemorate this Pericles caused the glorious Parthenon and the exquisite Erechtheum to be built on the sacred hill of Athens.

It is significant that after Rome had conquered the Mediterranean world, the Forum, another glorious civic art center, reached its zenith of beauty and importance. Teeming with palaces, basilicas, temples, and more than two thousand statues, it became the palpitating heart of the world.

So, too, in the Renaissance of Italy, there existed noble civic art centers, with usually a religious background, as, witness the Piazza del Duomo and the Signoria in Florence, and the Square of St. Mark in Venice.

From these interesting beginnings we trace our modern civic architectural centers in America, Germany, England, and France, countries which lead the world today in industry, commerce, transportation, and civilization. As examples may be mentioned the Place de la Concorde in Paris, the Rings in Vienna, the Danube Embankment at Budapest, the City of Washington, D. C., and the architectural centers planned for San Francisco, Denver, Chicago.

READING LIST

TUCKER.	Life in the Roman World of Nero and St. Paul. 1909.
FELTON.	Greece, ancient and modern. 1866.
HOWE.	European cities at work. 1913.
COLLIER.	Germany and the Germans. 1913.
KOESTER.	Modern city planning and maintenance. 1914.
MACKAYE.	The civic theatre. 1912.

The library contains an excellent collection of the plans of various American cities done by such celebrated civic engineers and landscape architects, as FREDERICK LAW OLMTED, WERNER HEGEMANN, JOHN NOLAN, CHARLES MULFORD ROBINSON, and others. It has also a complete set of the PROCEEDINGS OF THE NATIONAL CONFERENCE ON CITY PLANNING, and a good collection of other books on municipal art and city planning.

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ROSENBERG LIBRARY

FREE LECTURES

Stockton Axson, Litt. D.

Professor of English Literature, Rice Institute,
Houston, Texas

January-February 1917

A course of six lectures on

Essayists and Social Advisers:

Carlyle and Political Leadership

Emerson, the Individualist

Matthew Arnold and the Literature of Culture

Walt Whitman and Americanism

Kipling and the Military Idea

Bernard Shaw versus the Sentimental View

LIBRARY LECTURE HALL
GALVESTON, TEXAS

Essayists and Social Advisers

THE AIM of this course is both interpretative and applicative; the elucidation of a main point in the philosophy of each writer, and the adaptation of his thought to social, political, and national conditions in America today.

Underlying the lectures is a basic idea to the effect that literature is not dead matter shut up in the covers of a book, but is the expression of superior minds' reactions to the actual phenomena of life, and that therefore great literature is subject to continual interpretation in the light of changing events in the world's development.

In short, according to this view, literature is merely an interpretation of life. The all-important thing in each age is the life of the human race in that age; literature can be made to throw light on the meaning of that life. Literature is always alive if it is approached with a lively mind.

After each lecture an opportunity will be given for questions and discussion.

The library has the works of the writers considered in the course.

The Rosenberg Library announces a lecture by I. B. Stoughton Holborn, M. A., F. R. G. S., Merton College, Oxford University, on *Hellenic Pioneers of Our Civilization*. The lecture will be given on Tuesday, February 27, at 8 p. m. Mr. Holborn is a staff-lecturer on art, archaeology, and literature for the Oxford, Cambridge, and London University Extension Staffs. He has rapidly risen to a leading place among educational lecturers in this country, attracting large and enthusiastic audiences to hear him.

Thursday, 18 January 1917, 8 p. m.

Carlyle and Political Leadership

Thomas Carlyle

Born at Ecclefechan, Dumfriesshire, Dec. 4, 1795.

Died at Chelsea, London, Feb. 4, 1881.

AS A REPRESENTATIVE AUTHOR, a literary figure, no man else will bequeath to the future more significant hints of our stormy era, its fierce paradoxes, its din, and its struggling parturition periods, than Carlyle. He belongs to our own branch of the stock, too; neither Latin nor Greek, but altogether Gothic. Rugged, mountainous, volcanic, he was himself more a French Revolution than any of his volumes As launching into the self-complacent atmosphere of our days a rasping, questioning, dislocating agitation and shock, is Carlyle's final value The way to test how much he has left his country were to consider, or try to consider, for a moment, the array of British thought, the resultant *ensemble* of the last fifty years, as existing to-day, *but with Carlyle left out*. It would be like an army with no artillery. The show were still a gay rich one—Byron, Scott, Tennyson, and many more—horsemen and rapid infantry, and banners flying—but the last heavy roar so dear to the ear of the train'd soldier, and that settles fate and victory, would be lacking."

Walt Whitman, in Specimen Days and Collect.

Of *Past and Present*, Carlyle wrote to his mother, "I hope it will be a rather useful kind of book. It goes rather in a fiery strain about the present condition of men in general, and the strange pass they are coming to; and I calculate it may awaken here and there a slumbering block-head to rub his eyes and consider what he is about in God's creation—a thing highly desirable at present The look of the world is really quite oppressive to me. Eleven thousand souls in Paisley alone living on three-halfpence a day, and the governors of the land all busy shooting partridges and passing corn-laws the while! It is a thing no man with a speaking tongue in his head is entitled to be silent about. My only difficulty is that I have far too *much* to say, and require great address in deciding how to say it."

Recommended reading from Carlyle:

Past and present

Reading List

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| <i>Froude</i> | Thomas Carlyle; a history of the first forty years of his life, 1795-1835. 2v. 1903. |
| <i>Froude</i> | Thomas Carlyle; a history of his life in London, 1834-1881. 2v. 1902. |
| <i>Garnett</i> | Life of Thomas Carlyle. 1895. (Great writers.) |
| <i>Maccunn</i> | Six radical thinkers. 1910. |
| <i>Nichol</i> | Thomas Carlyle. 1902. (English men of letters.) |
| <i>Perry</i> | Thomas Carlyle; how to know him. 1915. |
| <i>Ward</i> | Prophets of the nineteenth century. 1900. |

Tuesday, 23 January 1917, 8 p. m.

Emerson, the Individualist

Ralph Waldo Emerson

Born at Boston, Mass., May 25, 1803.

Died at Concord, Mass., April 27, 1882.

"EMERSON leaves a double image on the mind that has dwelt long upon his memory. He is a shining figure as on some Mount of Transfiguration; and he was a parochial man. In one respect he is of kin with old Ionian philosophers, with no more shreds of time and place than those sons of the morning who first brought the light of the intellect into the world; in the other he is a Bostonian, living in a parish suburb of the city, stamped with peculiarity, the product of tradition, the creature of local environment. . . . The 'process of a soul in matter' was his biography. It is a singularly personal life whose overmastering interest is in the soul that lived it, not in events, not in the crisis of the times, not in circumstances, in family, in friendships, in nothing but the man himself,— a strangely isolated, strangely exalted soul who came to light in New England as other such souls have been born in out-of-the-way places on earth since the spiritual history of man began. And, as was the case with them, there was nothing out of the ordinary in his origin and the condition of his life; he was, in all ways, one of his own people."

George E. Woodberry.

"Oh you man without a *handle*! Shall one never be able to help himself out of you, according to his needs, and be dependent only upon your fitful tippings-up?"

Henry James, sr.

Recommended readings from Emerson:

Self-reliance

Compensation

Nature (the book, not the essay)

Reading List

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|--------------------|---|
| <i>Cabot</i> | Memoir of Ralph Waldo Emerson. 2v. 1887. |
| <i>Carlyle</i> | Correspondence of Thomas Carlyle and Ralph Waldo Emerson, 1834-1872. 2v. 1883-1884. |
| <i>Cooke</i> | Ralph Waldo Emerson. 1891. |
| <i>Garnett</i> | Life of Ralph Waldo Emerson. 1888. (Great writers.) |
| <i>Hale</i> | Ralph Waldo Emerson. 1899. |
| <i>Holmes</i> | Ralph Waldo Emerson. 1884. (American men of letters.) |
| <i>Maeterlinck</i> | On Emerson, and other essays. 1912. |
| <i>Sanborn</i> | Ralph Waldo Emerson. 1901. (Beacon biographies.) |
| <i>Woodberry</i> | Ralph Waldo Emerson. 1907. (English men of letters.) |

Thursday, 25 January 1917, 8 p. m.

Matthew Arnold and the Literature of Culture

Matthew Arnold

Born at Laleham, Middlesex, England, Dec. 24, 1822.

Died at Liverpool, April 15, 1888.

"Rather, it may be, over-much
He shunned the common stain and smutch,
From soilure of ignoble touch
Too grandly free,
Too loftily secure in such
Cold purity.

"But he preserved from chance control
The fortress of his 'stablisht soul;
In all things sought to see the Whole;
Brooked no disguise;
And set his heart upon the goal,
Not on the prize;

"And with those few he shall survive
Who seem not to compete or strive,
Yet with the foremost still arrive;
Prevailing still:
The Elect with whom the stars connive
To work their will."

William Watson. From "In Laleham churchyard."

Recommended reading from Matthew Arnold:

Culture and anarchy

Reading List

Benson	Leaves of the tree. 1911.
Dawson	Matthew Arnold and his relation to the thought of our time. 1904.
Fitch	Thomas and Matthew Arnold and their influence on English education. 1897. (Great educators.)
Galton	Two essays upon Matthew Arnold. 1897.
Gates	Three studies in literature. 1899.
Hudson	Studies in interpretation. 1896.
Hutton	Literary essays. 1903.
Paul	Matthew Arnold. 1902. (English men of letters.)
Robertson	Modern humanists. 1895.
Russell	Matthew Arnold. 1904. (Literary lives.)
Saintsbury	Matthew Arnold. 1902.
Woodberry	Makers of literature. 1900.

Tuesday, 30 January 1917, 8 p. m.

Walt Whitman and Americanism

Walt Whitman

Born at West Hills, Long Island, N. Y., May 31, 1819.

Died at Camden, N. J., March 26, 1892.

"I am not sure whether a loose, disjointed method, the mere jotting down of notes, would not be the best way of illustrating so intangible an author. And then I think of many metaphors to express a meaning irreducible to propositions.

"He is Behemoth, wallowing in primeval jungles, bathing at fountain-heads of mighty rivers, crushing the bamboos and the cane-brakes under him, bellowing and exulting in the torrid air. He is a gigantic elk or buffalo, trampling the grasses of the wilderness, tracking his mate with 'irresistible energy. He is an immense tree, a kind of Ygdrasil, stretching its roots deep down into the bowels of the world, and unfolding its magic boughs through all the space of the heavens. His poems are even as the rings in a majestic oak or pine. He is the circumambient air, in which float shadowy shapes, rise mirage-towers, and palm-groves; we try to clasp their visionary forms; they vanish into ether. He is the globe itself; all seas, lands, forests, climates, storms, snows, sunshines, rains of universal earth. He is all nations, cities, languages, religions, arts, creeds, thoughts, emotions."

John Addington Symonds.

"He chose for his theme the Modern Man, typified by himself, and placed in the United States of America. No doubt there are defects in his draftsmanship, but upon the whole he drew with splendid justice his picture of the 'strong-possessed soul.' There should be first, he claims, a vigorous physical manhood and womanhood; then a courageous heart, and and an all-inclusive comradeship. Clean, strong, brave, friendly persons are the test of a civilization."

Bliss Perry.

Recommended readings from Whitman:

Prose: Democratic vistas

Poetry: Song of myself
A carol of occupations
Song of the broad-axe

Reading List

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|--------------------------|---|
| Binns | Life of Walt Whitman. 1903. |
| Bucke | Walt Whitman. 1883. |
| Burroughs | Whitman; a study. 1896. |
| Carpenter, Edward | Days with Walt Whitman. 1906. |
| Carpenter, G. R. | Walt Whitman. 1909. (English men of letters.) |
| De Selincourt | Walt Whitman; a critical study. 1914. |
| Donaldson | Walt Whitman, the man. 1896. |
| Noyes | An approach to Walt Whitman. 1910. |
| Perry | Walt Whitman. 1906. |
| Platt | Walt Whitman. 1904. (Beacon biographies.) |
| Symonds | Walt Whitman; a study. 1893. |
| Traubel, and others, ed. | In re Walt Whitman. 1893. |

Thursday, 1 February 1917, 8 p. m.

Kipling and the Military Idea

Rudyard Kipling

Born at Bombay, Dec. 30, 1865.

"PROBABLY what first impresses every one on reading *The Seven Seas*—and the idea comes with peculiar emphasis these days—is the imperialistic temper of the poet; his earnest conviction that the English race, 'the Sons of the Blood,' are destined to sweep over the earth and fulfil the law of order and civilisation. 'After the use of the English, in straight-flung words and few,' he has sung his stave of victory so lustily that the hearts of the toilers in the fields and of the 'dreamers, dreaming greatly, in the man-stifled town,' have leaped in response to his call. So great is the influence of hymns like the *Recessional* and *The White Man's Burden* that to his fame as a poet has been added something of the authority of a statesman; he has made himself, as no other poet before him, *accepti pars imperii*. . . .

"Is it strange, therefore, that the people of England and America, in these days of unsettled ideals, should be genuinely thrilled by the clarion notes of a poet who sings of the courage and discipline of the men behind the 'reeking tube' with a vigour and truth, if not with a grace, equal to Homer's glorification of the ancient bronze-clad heroes; who sees in one of the masterful inventions of commerce a mystical Power carrying salutations and warnings 'o'er the waste of the ultimate slime,' and whispering its message of union to worlds dis severed by the sea; who has brought together, and in a way spiritualised, all the 'miracles' of a materialistic age for the celebration of his love? . . .

"But there is a still higher reach in Kipling than this glorification of a prosaic civilisation and this lauding of the character militant. At its best, his sense of order and obedience rises into a pure feeling for righteousness that reminds one of the ancient Hebrew prophets. . . . We shall not soon outlive the impression produced on the Anglo-Saxon heart by those unexpected words, 'Lest we forget, lest we forget!' . . . Amid the empty jubilation of a thoughtless optimism, the mind was suddenly brought to recoil upon itself, and ask what higher destiny was ruling in the affairs of men."

Paul Elmer More.

Recommended readings from Kipling :

It is impossible to give within reasonable limits the titles of all the single stories and poems of Kipling which bear on the lecture, but by way of suggestion, it may be said that in his prose work the volumes of stories most related to the lecture are: *Plain tales from the hills*, *Soldiers three*, *The day's work*; of many poems which might properly be read in this connection, the following are offered by way of suggestion: *The explorer*, *The white man's burden*, *The Islanders*, *Recessional*, *Hymn before action*, *Tommy Atkins*, *Soldier an' sailor too*, *That day*, *The dirge of Dead Sisters*.

Reading List

<i>Falls</i>	Rudyard Kipling. 1915.
<i>Le Gallienne</i>	Rudyard Kipling. 1900.
<i>Knowles</i>	A Kipling primer. 1899.
<i>Palmer</i>	Rudyard Kipling. 1915. (Writers of the day.)
<i>Durand</i>	Handbook to the poetry of Rudyard Kipling. 1914.

Tuesday, 6 February 1917, 8 p. m.

Bernard Shaw versus the Sentimental View

George Bernard Shaw

Born at Dublin, July 26, 1856.

"BERNARD SHAW is primarily . . . a disillusionizing force, achieving his purpose in great measure through the re-discovery of that state of incarnate innocence from which stem great works of art. Moreover, he frankly claims the theatre, as Zola claimed the novel, for didactic purposes; and makes so bold as to declare that the man who believes in art for art's sake is 'a fool, a hopeless fool, and in a state of damnation.' In his conception, art should be employed for social, political, moral and religious ends. Art is one of the greatest instrumentalities in the world for teaching people to see and hear properly. . . .

"Bernard Shaw is the most versatile and cosmopolitan genius in the drama of ideas that Great Britain has yet produced. No juster or more significant characterization can be made of this man than that he is a penetrating and astute critic of contemporary civilization."

Archibald Henderson.

Recommended readings from Bernard Shaw:

Man and superman

Getting married

Major Barbara

You never can tell

Arms and the man

NOTE: The reader is strongly advised not to omit Shaw's *Prefaces* when reading Shaw's *Plays*, for the preface is nearly always as good as the play, and in some instances even better, as in the case of *Getting Married*.

Reading List

Chesterton George Bernard Shaw. 1909.

Deacon Bernard Shaw as artist-philosopher. 1910.

Henderson George Bernard Shaw. 1911.

Jackson Bernard Shaw. 1907.

Mencken George Bernard Shaw. 1905.

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ROSENBERG LIBRARY

FREE LECTURES

FEBRUARY 1917

CHARLES WELLINGTON FURLONG, F. R. G. S.

SEUMAS MACMANUS

FREDERIC C. HOWE, LL. D.

I. B. STOUGHTON HOLBORN, M. A., F. R. G. S.

LIBRARY LECTURE HALL
GALVESTON, TEXAS

Argentina and The Patagonian Pampas

(Illustrated with colored stereopticon slides)

Friday, 9 February 1917, 8 p. m.

CHARLES WELLINGTON FURLONG, F. R. G. S.
Author, Artist, Traveler

"Charles Wellington Furlong is rapidly coming to be known as the foremost authority in America on South America."

—Editor, *Outing Magazine*, March, 1911.

Immediately after filling his Texas engagements, Mr. Furlong will leave on an important expedition to the French Congo in the interest of the Smithsonian Institution.

The new Argentina and its River of Silver. Buenos Ayres, the New York of South America, the world's second Latin metropolis and the largest city south of the equator. The neighboring city of La Plata, its famous university, museum, and cathedral. A day on an *estancia* (ranch). Crossing South America on the new Trans-Continental Railway, over the great agricultural country of the northern *pampas*, into the impressive mountain scenery of the Andes, through the Trans-Andine Tunnel, 10,500 feet above sea level. A side trip, still higher, over the *Cumbre* (Crest), by the old Cordilleran Transport Trail, with a halt at the remarkable "Christ of the Andes" statue on the Argentina-Chile boundary line nearly 13,000 feet altitude, then down into Chile.

Leaving the settled and rich grass lands of northern Argentina, we live among the pioneer sheep ranches of southern Patagonia, camp beside and share the food of the Tehuelche Indians—the Giant Patagonians. Then westward go with the lecturer, his one companion a *gaucho* (Argentine cowboy), and a troop of eight horses across the treeless, pampa desert, and camp in the foothills about the shores of a beautiful Andean Lake—Lago Argentino. The journey terminates with a rough crossing of the Andes with worn-out horses and scant food, finally reaching the Pacific coast at the little settlement of Last Hope Inlet.

Reading List

- | | |
|---------------------|--|
| Bingham. | Across South America. 1911. |
| Winter. | Argentina and her people of to-day. 1911. |
| Koebel. | Argentina, past & present. 1914. |
| Ross. | South of Panama. 1915. |
| Fraser. | The amazing Argentine. 1914. |
| Willis. | Awakening of Argentina and Chile. (National geographic magazine 30:121-142, Aug., 1916.) |
| Pan American union. | Argentine republic; general descriptive data. 1916. |

Note: The Bulletin of the Pan American Union, and other publications of the Pan American Union, The Pan American Magazine, The National Geographic Magazine, and The Americas have excellent up-to-date material on Argentina, and other South American countries. The South American Year Book will be found useful.

For general reading on this series of lectures, Ruhl's *The Other Americans*, and Moses' *Spanish Dependencies in South America*, 2v., are suggested.

Helpful maps will be found on the bulletin board in the library corridor.

Brazil, the Land *of the* the Southern Cross

(Illustrated with colored stereopticon slides)

Saturday, 10 February 1917, 8 p. m.

CHARLES WELLINGTON FURLONG, F. R. G. S.

Author, Artist, Traveler

Scenes in the vast rubber country of the Amazonas and the great rubber port of the Amazon Delta—Para. Visits to the color-tinted, red-roofed cities of the Brazilian coast—Pernambuco, the Brazilian Venice; Bahia during Carnival; Santos, the world's greatest coffee port, and Sao Paulo with its classic museum on the site where Brazilian independence was declared.

We see that culmination of Brazilian civilization—Rio de Janeiro, the most beautiful city in the world. By automobile, we tour that wonderland of mountain and valley behind Rio over the unequalled Tijuca Drive. Ascent is made by rack road to the Corcovado (Hunchback), and we look down from that peak, perhaps through clouds, upon the city far below. Hidden in those cool high valleys amidst a paradise of unsurpassed verdure, nestles the charming, historic hamlet of Petropolis, the Mecca of wealthy Janeirans and the diplomatic corps.

Thirty-four degrees south, we enter the harbor of Montevideo with its modern stone quays. The municipal buildings, famous zoo, the delightful sea resort of Playa Ramirez, with its sea baths and superbly appointed hotel, are taken in, and glimpses are had of the pastoral life of this "Purple Land."

Reading List

<i>Winter.</i>	Brazil and her people of to-day. 1910.
<i>Denis.</i>	Brazil. 1911.
<i>Zahm.</i>	Following the conquistadores: Along the Andes and down the Amazon. 1911.
<i>Tomlinson.</i>	The sea and the jungle. 1912.
<i>Roosevelt.</i>	Through the Brazilian wilderness. 1914.
<i>Bates.</i>	Naturalist on the River Amazons. 1863.
<i>Wallace.</i>	Travels on the Amazon. 1889.
<i>Pan American union.</i>	Brazil; general descriptive data. 1914.

Chile and the Fuégian Archipelago

(Illustrated with colored stereopticon slides)

Monday, 12 February 1917, 8 p. m.

CHARLES WELLINGTON FURLONG, F. R. G. S.

Author, Artist, Traveler

Travels in temperate Chile, the land of beautiful women. The coast towns of this long ribbon-like country of South America, its great city of Valparaiso, the second Pacific port of the western hemisphere, its fascinating capitol, Santiago. Life on a Chilean *hacienda* (farm) is seen, then we are taken far South to those wonderful labyrinthine channel-ways of the Strait of Magellan and the Fuégian Archipelago.

We arrive in Punta Arenas, the Strait's settlement, and southernmost city in the world. We traverse the great Island of Tierra-del-Fuégio and the regions further south, see the gold diggings, sheep lands, the desolate stormy channels and their mountain barriers, great glaciers, verdant forests, and Cape Horn itself. We travel with the lecturer South on an Argentine warship to Ushuaia, the lone Argentine Penal Colony, the southernmost town in the world. Further south we follow him ashore to a *Yahgan* (canoe Indian) camp. There the blood revenge and other strange habits of the Yahgans are described. North again, with four Yahgans in an open boat to Tierra-del-Fuégio, he comes in contact with another strange tribe—the Ona Indians of the Island of Tierra-del-Fuégio. These, the most primitive inhabitants of the world, still live in the stone age, with only a tawny guanaco skin thrown over their big bodies. Fierce and courageous, driven from the open lands in the north by the white sheep ranchers, they have retreated unconquered to the impenetrable mountainous forest and bog lands of their island. An account of the lecturer's journey alone with Onas through the heart of Tierra-del-Fuégio—the first scientific expedition and first American to ever penetrate that land.

Reading List

- Darwin.* Journal of researches into the natural history and geology of the countries visited during the voyage of H. M. S. Beagle. 1845.
- Smith.* Temperate Chile. 1899.
- Elliot.* Chile. 1909.
- Bryce.* South America. 1912.
- Winter.* Chile and her people of to-day. 1912.
- Koebel.* Modern Chile. 1913.
- Conway.* Aconcagua and Tierra del Fuego. 1902.
- Pan American union.* Chile; general descriptive data. 1909.

The Glories, the Sorrows, *and* the Hopes of Ireland

Tuesday, 13 February 1917, 8 p. m.

SEUMAS MACMANUS

Author, Lecturer, Story-teller

IRELAND was a highly civilized country long before the Christian era, advanced in the arts and crafts and having its triennial parliament. After the coming of Christianity in the fifth century, the Irish schools grew and flourished with wonderful rapidity, and the Irish scholars and the Irish saints traveled all over Europe educating and evangelizing, Ireland becoming known on the continent as *Insula Sanctorum et Doctorum*. First the Danish and the English invasions destroyed the schools. Under the penal laws of England, which held for centuries, Ireland suffered deeply.

During the present century Ireland has been slowly arising from the Slough of Despond. And the present crisis in Ireland is big with interest to the world at large.

Reading List

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| <i>Montalembert.</i> | Monks of the West. 2v. |
| <i>Zimmer.</i> | Irish element in mediæval culture. 1891. |
| <i>Concannon.</i> | Life of St. Columban. 1915. |
| <i>Chart.</i> | Story of Dublin. 1907. |
| <i>Hyde.</i> | Literary history of Ireland. 1901. |
| <i>Allen.</i> | Celtic art in pagan and Christian times. 1904. |
| <i>Bourgeois.</i> | John Millington Synge and the Irish theatre. 1913. |

Irish Folk Tales

Wednesday, 14 February 1917, 8 p. m.

SEUMAS MACMANUS

Author, Lecturer, Story-teller

“Celtic folk-tales, while more numerous, are also the oldest of the tales of the modern European races; some of them occurring in the oldest Irish vellums. They include (1) fairy tales properly so-called—*i. e.*, tales or anecdotes *about* fairies, hobgoblins, &c., told as natural occurrences; (2) hero-tales, stories of adventure told of national and mythical heroes; (3) folk-tales proper, describing marvellous adventures of otherwise unknown heroes, in which there is a defined plot and supernatural characters (speaking animals, giants, dwarfs, &c.); and finally (4) drolls, comic anecdotes of feats of stupidity or cunning.” *Joseph Jacobs.*

“Tales as old as the curlew’s call are today listened to around the hearths of Donegal with the same keen and credulous eagerness with which they were hearkened to hundreds of years ago. Of a people whose only wealth is mental and spiritual, the thousand such tales are not the least significant heritage.” *Seumas MacManus.*

Reading List

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| <i>MacManus.</i> | Donegal fairy stories. 1900. |
| <i>MacManus.</i> | In chimney corners. 1899. |
| <i>MacManus.</i> | Yourself and the neighbors. 1899. |
| <i>Jacobs, comp.</i> | Celtic fairy tales. 1892. |
| <i>Cuchulain.</i> | Cuchulain of Muirthemne; arranged and put into English by Lady Gregory. 1903. |
| <i>Gregory.</i> | Gods and fighting men. 1904. |

Town Planning *and* City Planning *in* Europe *and* America

(Illustrated with the stereopticon)

Saturday, 24 February 1917, 8. p. m.

FREDERIC C. HOWE, LL. D.

Commissioner of Immigration at the Port of New York

Dr. Howe speaks with authority on town planning, having studied the subject at first hand in the countries of Europe. He is the author of a number of books on municipal matters, and was in 1905, special United States commissioner to investigate municipal ownership in Great Britain.

Town planning has seized the imagination of the cities of the world as has no municipal topic in a generation. Prior to the war the cities of Germany, England, and Scandinavia were being planned in a big comprehensive way, with provision for expansion and growth, and with an eye to the comfort, convenience, and happiness of the people. Germany has led the world in town planning, and her cities are the most beautiful cities in Europe.

Town planning is far more than the city beautiful. It includes broad and beautiful streets; regulation of the heights of buildings; the location of factories away from the residence section; and the regulation and control of housing in the interest of the people. Town planning is to the city what the planning of a great estate, a park, or a vast building is to an individual. It is the new science of the city.

Reading List

- Howe.* European cities at work. 1913.
- Nolen, ed.* City planning. 1916.
- Shurtleff and
Olmsted.* Carrying out the city plan. 1914.
- Unwin.* Town planning in practice. 1909.
- Zueblin.* American municipal progress. 1916.
- Robinson.* Improvement of towns and cities. 1901.

Hellenic Pioneers of Our Civilization

Tuesday, 27 February 1917, 8 p. m.

I. B. STOUGHTON HOLBORN, M. A., F. R. G. S.

Extension Lecturer for Oxford, Cambridge,
and London Universities

"To Greece, then, we owe the love of Science, the love of Art, the love of Freedom: not Science alone, Art alone, or Freedom alone, but these vitally correlated with one another and brought into organic union. And in this union we recognize the distinctive features of the West. The Greek genius is the European genius in its first and brightest bloom. . . .

"From Greece came that first mighty impulse whose far-off workings are felt by us to-day, and which has brought it about that progress has been accepted as the law and goal of human endeavour. Greece first took up the task of equipping man with all that fits him for civil life and promotes his secular well being; of unfolding and expanding every inborn faculty and energy, bodily and mental; of striving restlessly after the perfection of the whole, and finding in this effort after an unattainable ideal that by which man becomes like to the gods. The life of the Hellenes, like that of their epic hero Achilles, was brief and brilliant. But they have been endowed with the gift of renewing their youth. Renan, speaking of the nations that are fitted to play a part in universal history, says 'that they must die first that the world may live through them'; that 'a people must choose between the prolonged life, the tranquil and obscure destiny of one who lives for himself, and the troubled, stormy career of one who lives for humanity. The nation which revolves within its breast social and religious problems is always weak politically. Thus it was with the Jews, who in order to make the religious conquest of the world must needs disappear as a nation.' 'They lost a material city, they opened the reign of the spiritual Jerusalem.' So too it was with Greece. As a people she ceased to be. When her freedom was overthrown at Chaeronea, the page of her history was to all appearance closed. Yet from that moment she was to enter on a larger life and on universal empire If we reckon up our secular possessions, the wealth and heritage of the past, the larger share may be traced back to Greece. One half of life she has made her domain—all, or well-nigh all, that belongs to the present order of things and to the visible world."—S. H. Butcher.

Reading List

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| <i>Butcher.</i> | Some aspects of the Greek genius. 1904. |
| <i>Mahaffy.</i> | What have the Greeks done for modern civilization? 1909. |
| <i>Livingstone.</i> | The Greek genius and its meaning to us. 1912. |
| <i>Dickinson.</i> | The Greek view of life. 1898. |
| <i>Jebb.</i> | Growth and influence of classical Greek poetry. 1893. |
| <i>Davidson.</i> | Education of the Greek people. 1893. |
| <i>Pater</i> | Plato and Platonism. 1901. |

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Rosenberg Library

Free Lectures

MARCH 1917

Ernest Harold Baynes

Naturalist, Founder of the American Bison Society

Any one desiring to receive regularly the printed Announcements of the Rosenberg Library Free Lectures may do so by leaving his address at the library lending counter or by mailing it to the library.

LIBRARY LECTURE HALL
GALVESTON, TEXAS

THE AMERICAN BUFFALO

(*Bison americanus*)

Illustrated with the stereopticon

Thursday, 8 March 1917, 8 p. m.

ERNEST HAROLD BAYNES

Naturalist, Founder of the American Bison Society

MR. BAYNES, of whom Theodore Roosevelt said, "I congratulate the Buffalo on having such an efficient man to champion him," is the founder and one of the three honorary members of The American Bison Society, whose object is "the permanent preservation and increase of the American Bison."

The lecture includes the history of the Buffalo, and a full account of Mr. Baynes' thrilling and amusing experiences in rearing young Buffaloes, in breaking them to the yoke and to harness, and otherwise attempting to prove their value as domestic animals.

"At length we heard a deep and solemn sound—
Erupted moanings of the troubled earth
Trembling beneath innumerable feet.
A growing uproar blending in our ears,
With noise tumultuous as ocean's surge,
Of bellowings, fierce breath and battle shock,
And ardor of unconquerable herds.

.....
... At length we topped a high-browed hill—
The last and loftiest of a file of such—
And, lo! before us lay the tameless stock,
Slow-wending to the northward like a cloud!
A multitude in motion, dark and dense—
Far as the eye could reach, and farther still,
In countless myriads stretched for many a league."

From Charles Mair's "*Tecumseh: a drama.*"

Reading List

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|----------|--|
| Catlin | North American Indians. 2v. 1857. |
| Parkman | The Oregon trail. 1872. |
| Jones | Buffalo Jones' forty years of adventure;
comp. by Colonel Henry Inman. 1899. |
| Allen | American bisons, living and extinct. 1876. |
| Hornaday | Extirpation of the American bison. (In
Report of the United States National Mu-
seum, 1887, p. 367-548.) |
| Hornaday | Our vanishing wild life. 1913. |

The American Buffalo

THE STORY of the American buffalo, or more properly, the *bison*, is one of the great tragedies of animal life and a tale of national disgrace. This magnificent animal, the most celebrated of all those that roamed the vast western plains, was the chief means of subsistence for the Indians and early settlers. Its flesh supplied food and its hide provided material for lodges, winter clothing, harness, boats, etc. The buffalo was of nomadic habit and when necessity urged, would climb mountains or swim rivers, but its preference was for the easy routes, and the well-worn "buffalo trails" were excellent guides to travelers and engineers. Within fifty years these splendid animals roamed in enormous herds. Travelers would journey for days without losing sight of them. Wagon trains and sometimes the early railway trains were stopped by them. Steamboats, even, on the upper Missouri, have been known to be halted until a herd had crossed the river. We are told that the buffalo was first seen by white men at Anahuac, the Aztec capital of Mexico, in 1521, when Cortez and his men viewed it in the menagerie of King Montezuma. It was first seen wild in southern Texas, in 1530, by a ship-wrecked Spanish sailor. Its original habitat was an immense area—fully one third of the entire continent of North America, a region comprising 3,600 miles from north to south and 2,000 miles from east to west.

With settlement the buffalo decreased. By 1800 it was no longer found east of the Mississippi. It was confined to the region of the dry plains by 1850. By 1875 it knew only the region of northwestern Texas and western Kansas in the south, and in the north, Montana and northward. With the completion of the Union Pacific Railway in 1869, the general herd was divided into a "northern herd," comprising about one and one half million animals, and a "southern herd," of about three and one half million animals. The white men first hunted the buffalo for food. Hides later became a valuable article of commerce and between 1865 and 1875 as a result of merciless attacks of hide hunters an average of 2,000,000 hides a year were marketed. The price received for these was on an average no more than \$1.00. The "southern herd" was almost exterminated by hide hunters between 1871 and 1875. In 1888 the remnant became nearly extinct by the capture of the last specimens in the Texas "Panhandle" by C. J. Jones, "Buffalo Jones." With the completion of the Northern Pacific Railway in 1880, the "northern herd" suffered. The last thousand of this were killed in October, 1883, in Dakota by Sitting Bull and about a thousand Indians. A bunch of two hundred head in Yellowstone Park, about forty in Custer County, Montana, and the Great Slave Lake herd of about five hundred head were left. The buffalo reached its lowest numbers in 1889 when there were only 835 wild and 256 captive head. At present the Yellowstone Park, the Montana Bison Range, and northern Athabasca, are the three centers of wild buffalo. "With the preserved herds in Yellowstone Park, the Montana, and Wichita ranges, the Canadian reserves, together with animals in captivity, there were 3453 full-blooded American bison in North America in January, 1913."

The efforts of the United States and Canadian governments, the New York Zoölogical Society, the American Bison Society, of which Mr. Ernest Harold Baynes was the founder, and several private individuals, have made the buffalo safe from immediate extinction.

The old bull shot by William T. Hornaday on December 6, 1886, in Montana, was the largest buffalo ever measured by a naturalist. He now stands in the mounted group in the United States National Museum in Washington. His estimated weight was 2,100 pounds. A good picture of him may be seen on the ten-dollar bill of our national currency.

The "classic" of the buffalo is the monograph entitled *American Bisons, Living and Extinct*, by J. A. Allen. This was published as a Memoir in the publications of the Museum of Comparative Zoölogy, Cambridge, Mass., 1876.

Adapted mainly from W. T. Hornaday.

OUR WILD ANIMAL NEIGHBORS

Illustrated with the stereopticon

Friday, 9 March 1917, 8 p. m.

ERNEST HAROLD BAYNES

Naturalist, Founder of the American Bison Society

IN THIS LECTURE Mr. Baynes tells of his personal experiences with many of the most interesting of our furred and feathered friends. Some of the stories are pathetic, others very amusing, and all of them put the audience in close sympathy with the timid wild things whose portraits are thrown upon the screen.

Reading List

<i>Stone and Cram</i>	American animals. 1902.
<i>Seton</i>	Wild animals I have known. 1898.
<i>Seton</i>	Lives of the hunted. 1901.
<i>Long</i>	Ways of wood folk. 1899.
<i>Hornaday</i>	American natural history. 1904.

The following books by *Charles G. D. Roberts*:

The Kindred of the Wild, The Watchers of the Trails, The Hunters of the Silences, Kings in Exile, and The Feet of the Furtive.

The Rosenberg Library announces the following lectures:

ARTHUR STANLEY RIGGS, F. R. G. S.

Thursday, 12 April	The Real Japan. (Illustrated with the stereopticon)
Friday, 13 April	The Real Filipino. (Illustrated with the stereopticon)

EDWARD HOWARD GRIGGS, L. H. D.

Monday, 16 April	Socrates
Tuesday, 17 April	Saint Francis of Assisi
Wednesday, 18 April	Savonarola

Each lecture at 8 p. m.

Rosenberg Library

Free Lectures

APRIL 1917

Arthur Stanley Riggs, F. R. G. S.

Edward Howard Griggs, L. H. D.

The brief reading lists of this announcement indicate as usual only a part of the library's books on the subjects of the lectures.

A large part of the benefit of a good lecture to the hearer lies in his having read about the subject before the lecture or in pursuing it afterward. The library wishes to encourage in every way possible this studious interest in its free lectures.

Library Lecture Hall
Galveston, Texas

THE REAL JAPAN

(Illustrated with the stereopticon)

Wednesday, 11 April 1917, 8 p. m.

ARTHUR STANLEY RIGGS, F. R. G. S.

"JAPAN has entered into the world's competitive struggle; and the worth of any people in that struggle depends upon character quite as much as upon force. We can learn something about Japanese character if we are able to ascertain the nature of the conditions which shaped it,— the great general facts of the moral experience of the race. And these facts we should find expressed or suggested in the history of the national beliefs, and in the history of those social institutions derived from and developed by religion."

Lafcadio Hearn.

Reading List

- Chamberlain* Things Japanese. 1901.
Hearn Glimpses of unfamiliar Japan. 2v. 1894.
Hearn In ghostly Japan. 1899.
Hearn, tr. Japanese lyrics. 1915.
Clement Handbook of modern Japan. 1903.
Crow Japan and America. 1916.
Okakura-Yoshisaburo The Japanese spirit. 1905.
Nitobé Bushido, the soul of Japan. 1905.
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ARTHUR STANLEY RIGGS, F. R. G. S., is the author of books on France and Sicily, an editor of the Department of Philippine Terms, New Standard Dictionary, and a lecturer of note. He comes to the Rosenberg Library this year for the first time. Mr. Riggs has been traveling and residing abroad ever since boyhood, and has devoted many years to a study of the Latin peoples, finding time besides for excursions into farther fields, such as the Philippines. For two years, beginning with the inauguration of civil government in Manila, Mr. Riggs lived in the Archipelago, as a correspondent and newspaper editor. That work has equipped him especially for the task of interpreting to us what the Philippines and their conglomerate eight millions stand for, whether they are ready as yet for self-government, and whether or not America has achieved anything notable in her colonial administration.

THE REAL FILIPINO

(Illustrated with the stereopticon)

Thursday, 12 April 1917, 8 p. m.

ARTHUR STANLEY RIGGS, F. R. G. S.

"WE ARE giving the Filipinos a fair chance to develop every latent ability which they possess. In the very nature of the case, their future lies, and must lie, wholly with them. There is no royal road to real independence, much less is there any short cut. Our Filipino wards must tread the same long, weary path that has been trodden by every nation that has heretofore attained to good government.

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"After all is said and done, the real Philippine question is not what path they shall take. That has been determined, for all nations alike, by a Divine Providence that is all-seeing, all-wise and inexorable. It is not whether they shall travel the old, old road a little faster, or a little more slowly. That will ultimately be settled, for them and for us, by the unanswerable logic of events, and we need not worry over it. The real question is, shall they make their long and adventurous journey, guided, helped and protected by the strong and kindly hand of the United States of America, or shall they be left to stagger along alone, blind in their own conceit, under the keen and watchful eye of another powerful nation, hungrily awaiting their first misstep?"

Dean C. Worcester.

Reading List

<i>Crow</i>	America and the Philippines. 1914.
<i>Landor</i>	The gems of the East. 1904.
<i>Worcester</i>	The Philippines past and present. 2v. 1914.
<i>Kalaw</i>	The case for the Filipinos. 1916.
<i>Chamberlin</i>	The Philippine problem, 1898-1913. 1913.
<i>Blount</i>	American occupation of the Philippines, 1898-1912. 1912.
<i>Le Roy</i>	Americans in the Philippines. 2v. 1914.
<i>Stevens</i>	Yesterdays in the Philippines. 1898.

MORAL LEADERS

A series of three lectures

By EDWARD HOWARD GRIGGS, L. H. D.

Spirit of the Course

THE AIM of this series is the study of several out of that great number of moral leaders whose lives have been dedicated to the service of mankind. Such study is always profitable, since it deals with humanity in certain of its highest expressions, and considers the force that has been most active in moral evolution. We in America, however, need particularly to return to such study, since in democracies moral leadership is at once most necessary and most difficult to develop. Moreover, our time is one of vast and increasing mechanical organization, not only in industry and commerce, but in education and religion. The machinery has grown so complicated, the organization so far-reaching, that individuals seem to count for nothing or only as cog-wheels in the great machine. Yet it is true to-day as always that the moral capital of any nation is its earnest manhood and womanhood; and no other capital is even desirable unless it rest on this. Economic leadership in the end must rest on moral leadership; and that nation is hastening to ruin, even to commercial ruin, which exploits its manhood and womanhood (or worse its children) to increase temporarily its wealth. The need of the hour is men and women, strong, earnest, cultivated, consecrated to the service of the world. It is the study of moral leaders, who have been in the forefront of the advancing margin of life, perceiving the light of the dawning ideal while their fellows slept, proclaiming it and awakening the world to follow it, accepting martyrdom, if need be, that the world might grow through their sacrifice,—it is such study that brings home to us the worth of men and the need and opportunity for devoted social service.

Reading List

- Buckle* History of civilization in England. 2v. 1903.
- Carlyle* On heroes, hero-worship, and the heroic in history. 1841.
- Emerson* Representative men. 1850.
- Griggs* The new humanism. 1899.
- Hugo* William Shakespeare.
- Merrill* Ideals and institutions. 1894.

"GREAT MEN are the landmarks of humanity; they measure its course along the past, and point out the path of the future,—alike historians and prophets. God has endowed them with the faculty of feeling more largely and intensely, and, as it were, of absorbing more than their fellows of that universal life which pervades and interpenetrates all things, and they breathe it out again at every pore. The potent unity of their own minds enables them to grasp the synthesis of that which mediocrity is constrained to analyse and view only in detail; to organize their impressions, reminiscences, and previsions into one harmonious and complete conception; and from a rapid glance at effects, to seize and comprehend their causes, their generating principle. The conscious thought of such men is the unconscious and still inarticulate thought of a whole nation, which it will require future generations to develope; their speech an historical formula, or an intuition of the future."

Joseph Mazzini.

SOCRATES

Monday, 16 April 1917, 8 p. m.

EDWARD HOWARD GRIGGS, L. H. D.

"**MANKIND** can hardly be too often reminded, that there was once a man named Socrates, between whom and the legal authorities and public opinion of his time, there took place a memorable collision. Born in an age and country abounding in individual greatness, this man has been handed down to us by those who best knew both him and the age, as the most virtuous man in it; while we know him as the head and prototype of all subsequent teachers of virtue, the source equally of the lofty inspiration of Plato and the judicious utilitarianism of Aristotle, . . . the two headsprings of ethical as of all other philosophy. This acknowledged master of all the eminent thinkers who have since lived—whose fame, still growing after more than two thousand years, all but outweighs the whole remainder of the names which make his native city illustrious—was put to death by his countrymen, after a judicial conviction, for impiety and immorality. . . . Of these charges the tribunal, there is every ground for believing, honestly found him guilty, and condemned the man who probably of all then born had deserved best of mankind, to be put to death as a criminal."

John Stuart Mill, in On Liberty.

"Unquestionably if there be any name, after the great Founder of the Christian faith, which is entitled to claim the title of a preacher of righteousness for all times and all places, it is the name of Socrates." *John Stuart Blackie, in Four Phases of Morals.*

The Two Portraits of Socrates

Xenophon's Memorabilia

Boswell-like records of the actual teaching of Socrates.

The Dialogues of Plato

Plato's characterization giving the soul of his master carried out to more perfect expression: what Socrates lived and taught, Plato developed into a system of philosophy.

Reading List

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| <i>Campbell</i> | Religion in Greek literature. 1898. |
| <i>Mahaffy</i> | History of classical Greek literature. 2v. 1891-1903. |
| <i>Davidson</i> | Education of the Greek people. 1894. |
| <i>Erdmann</i> | History of philosophy. 3v. 1910-1915. v. 1, pt. 1, Ancient philosophy. |
| <i>Grote</i> | Plato and the other companions of Sokrates. 4v. 1888. |
| <i>Zeller</i> | Socrates and the Socratic schools. 1868. |
| <i>Plato</i> | Dialogues; tr. by Jowett. 4v. 1871. Study especially: Charmides; Lysis; Euthyphro; Apology; Crito; Phaedo. |
| <i>Plato</i> | The trial and death of Socrates; tr. by Church. 1903. |
| <i>Xenophon</i> | Works; tr. by Dakyns. 4v. 1890-1897. See v. 3, pt. 1, for writings relating to Socrates, especially the <i>Memorabilia</i> . |

SAINT FRANCIS OF ASSISI

Tuesday, 17 April 1917, 8 p. m.

EDWARD HOWARD GRIGGS, L. H. D.

"Still young, he for his lady's love forswore
His father; for a bride whom none approves,
But rather, as on Death, would close the door,
In sight of all the heavenly court that moves
Around the Eternal Father, they were wed.
And more from day to day increased their loves.
She of her first love long bereft, had led
A thousand years and yet a hundred more
By no man sought, life hard and sore bested.

* * * * *

"But lest my hidden words the truth should veil,
Francis and Poverty these lovers were,
Of whom I weave at too great length my tale :
Their concord, of dear love the minister,
Their joyful air, their loving looks and kind;
Did holy thoughts in every spirit stir."

Dante. Il Paradiso, Canto XI.

Reading List

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|-----------------------|---|
| <i>Sabatier</i> | Life of St. Francis of Assisi. 1894. |
| <i>Oliphant</i> | Francis of Assisi. 1902. |
| <i>Le Monnier</i> | History of S. Francis of Assisi. 1894. |
| <i>Adderley</i> | Francis, the little poor man of Assisi. 1901. |
| <i>Egan</i> | Everybody's St. Francis. 1912. |
| <i>Herkless</i> | Francis and Dominic and the mendicant orders. 1901. |
| <i>Little</i> | St. Francis of Assisi. 1897. |
| <i>Milman</i> | History of Latin Christianity. 8v. in 4. 1899-1903. v. 5, book 9, chap. 10. |
| <i>Jameson</i> | Legends of the monastic orders. 1895. |
| <i>Gordon</i> | Story of Assisi. 1903. |
| <i>Arnold, tr.</i> | Little flowers of Saint Francis. 1903. |
| <i>Deymann, comp.</i> | St. Francis' manual. 1913. |

SAVONAROLA

Wednesday, 18 April 1917, 8 p. m.

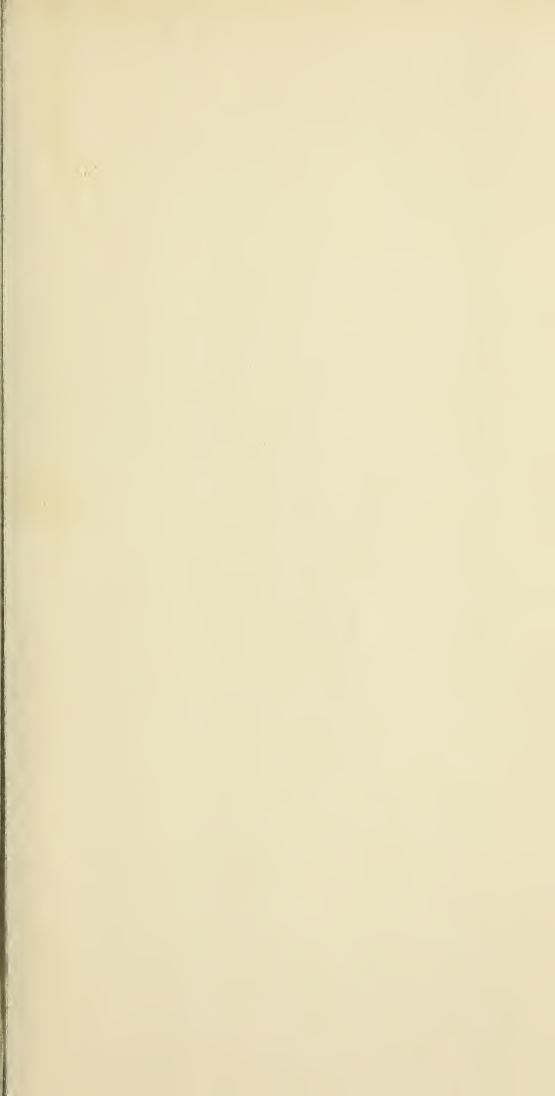
EDWARD HOWARD GRIGGS, L. H. D.

" . . . Perhaps, after all, Savonarola's most distinctive contribution to the progress of the world was the moral passion he inspired—the feeling he awakened in a sordid, pagan age of the great ends of life, of the needs and claims of man's immortal nature, of the glory of truth and the noble endeavor for right. That passion was in himself; it throbbed through the sermons he preached, and through the writings he left behind him. And it freshened men's thinking; it quickened the pulse of their whole mental being; it forced on them a new standard of judgment; it fired them with visions of higher stages of good for humanity, and nerved them to strain forward to the untold possibilities of the future."

George M'Hardy.

Reading List

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| <i>Villari</i> | Life and times of Girolamo Savonarola. 1899. |
| <i>M'Hardy</i> | Savonarola. 1901. |
| <i>Horsburgh</i> | Girolamo Savonarola. 1909. |
| <i>Clark</i> | Savonarola. 1890. |
| <i>Oliphant</i> | Makers of Florence. 1903. |
| <i>Eliot, George</i> | Romola. |
| <i>Symonds</i> | Renaissance in Italy: The age of the despots. 1888. Chap. 1, 6, and 9. |
| <i>Symonds</i> | Renaissance in Italy: The revival of learning. 1877. |



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